

ANNUAL REPORT

1990-1991

The Lacolle Centre For Educational Innovation

LACOLLE COUNCIL MEMBERS

1990 - 1991

Faculty:

Mary Baldwin
Jerome Krause
William Knitter

Staff:

Doreen Hutton
Jean Paul Lauly
Beatrice Pearson (Chair)
Angela Wilson-Wright (VR's Representative)

Students:

Thomas Dowd
Julie Lagarde

Director:

Olivia Rovinescu

Secretary:

Diane Moffat

TABLE OF CONTENTS

	<u>Page</u>
REFLECTIONS 91	1
LACOLLE SPONSORED EVENTS, Fall 1990 Schedule	7
LACOLLE SPONSORED EVENTS, Winter 1991 Schedule	8
LACOLLE RESIDENTIAL FACILITY BOOKINGS	9
REPORT ON THE NOMAD SCIENTISTS	12
ANNEX A: Workshop Evaluations	
ANNEX B: Articles In Print	
ANNEX C: Literacy Projects	
ANNEX D: Ann Scofield: Transformative Theatre	
ANNEX E: The Nomad Scientists	

REFLECTIONS '91

The Lacolle Centre has continued to be active in promoting personal and professional development both within Concordia and in the external community. Lacolle ran 19 workshops, lectures and seminars on both the Sir George Williams and Loyola campus, and at the residential facility in Lacolle, Quebec. One hundred and forty-four (144) workshops, presentations and lectures were offered as part of the outreach program in science awareness and science literacy provided by the Nomad Scientists (see Report on Nomads).

For a number of years now, the Nomad Scientists have involved people from all walks of life with "hands-on" travelling science and nature presentations. They have conducted programs for schools, daycares, science museums, libraries and community centres throughout the country.

The Nomad Scientists stress creative approaches to science teaching and learning. The programs emphasize a "hands-on" approach to instruction that breathes life into topics ranging from physics, pollution testing, basic chemistry, to the rain forests and prehistoric life. In the area of science education, the Nomad Scientists have completed two different textbooks for teachers and students: Link Science (Pembroke Publishers, 1990) and Explorations et Découverte (Nomad Scientists, 1989).

As a result of the extraordinary work they have done, the Nomad Scientists were awarded an "Honorable Mention" for

contributing to environmental awareness and making a difference within the community (see Annex E). The plaque was awarded to the Nomad Scientists by The Gazette at the 50 Plus Conference held at Palais de Congrès, April 21, 1991. The Nomad Scientists in conjunction with the Quebec Federation of Home and School is presently organizing a three-year literacy project that focuses on the remote, rural communities of Quebec (see Annex E).

The Nomads are in the process of launching an innovative and experimental residential science program at the residential facility in Lacolle, Quebec (see Annex E). The nine-month project is to begin in September 1991 and end in June 1992. This project is directed at elementary school children (grades 5-6) and junior high school (grades 7-8) from the Montreal area. Children, teachers, educators, parents and volunteers will live, sleep and study at the Lacolle facility. The programs will be geared for those students and teachers who have been "turned off" to science; especially disadvantaged, disabled and troubled youth, as well as educators who feel uncomfortable teaching science.

The overall objective is to improve science education, especially for the high school student. For example, a student's interest in science can be renewed by doing exciting "hands-on" activities related to everyday life (such as testing for acid rain or animal tracking).

The Nomads will work in partnership with internal and external university groups, public and private school teachers, educators, parents and community groups to increase the awareness of this project. The project will act as a model which school boards can use to expand their own science and environment programs (see Report on Nomads).

Ollivia was invited to participate at the First National Conference on Instructional Applications of Critical Thinking in Miami, Florida and at the 10th Annual International Conference on Critical Thinking in California. The goal of these conferences was to examine the implications of Critical Thinking for teaching and learning. The session presented at the California conference was entitled, "Thinking Critically About Moral and Social Issues," and the session presented in Miami was entitled, "Thinking Critically about Inter-racial and Inter-cultural Issues." Ollivia gave a similar session in Montreal for the Protestant School Board of Greater Montreal at a conference held in November, 1990 on Multicultural Education. The paper that was delivered was published in May 1991 by The Sentinel, a teacher's magazine put out by the Provincial Association of Protestant Teachers (see Annex B).

Ollivia presented a session on "Overcoming Blocks to Creative Thinking" at a Creativity Conference held in Montclair, New Jersey. The conference called "The Festival of Ideas" focused on innovation in the workplace, discovery in the arts and creative mastery in education, demonstrating how

creative impulses are nurtured and sustained. It was a model for integrating artistic understanding, technical know-how and educational achievement. The paper presented at this conference was published by The Sentinel in November, 1990 (see Annex B).

Also, in February, 1990, Olivia was asked by the Social Work Department at the Montreal General Hospital to present a session on "Thinking Critically about Bio-ethical Issues" with a special focus on the right to die.

On March 8 and 9, 1991, five original works-in-progress, created and performed by participants of Transformative Theatre workshops offered through Lacolle Centre, were presented at the Strathearn Cultural Centre, sponsored by Playwright's Workshop Montreal (see Annex D). The event was attended by approximately 250 people. The event provided the workshop participants with an opportunity to share the results of their research with a broader audience. The pieces incorporated the use of original texts, movement, sound, masks and visual elements.

Transformative Theatre workshops explore women's individual and collective creativity. It is a dynamic process through which themes, images and issues central to women's experience, find universal expression through the transforming medium of theatre (see Annex D for article in McGill Daily, September 16, 1990, "Transforming woman's theatre" and the

article in The Gazette, "Theatre crusader wants women to write themselves better roles."

The Literacy Conference planned by Lacolle and Adult Education was accepted by the Montreal 1992 Committee but no funds were made available (see Annex C). The conference is still scheduled to take place although it will be considerably less ambitious than originally planned.

As it stands now, the conference will be either a day or a day and a half and will deal with several aspects of literacy. Literacy as defined here refers to the ability to read, to evaluate and to manage information, the ability to think critically, communicate effectively, and use an expanded understanding of the world and one's relationship in it. The conference would be held in Montreal in October of 1992 and would coincide with other activities planned for the 350th anniversary celebrations of the founding of Montreal.

The conference will be structured around several topic areas, each to be organized around panel discussions, workshops or other interactive activities. Some of the topics include Basic Literacy and Life Skills; Functional Literacy; Second Language Literacy; Cultural Literacy; Scientific Literacy; Media Literacy; Multicultural Literacy; Literacy in Native Communities; Literacy and Learning Disabilities; Critical Literacy; Moral, Social and Political Literacy and Literacy in the Workplace.

For the past year and a half, the Lacolle Centre along with a number of English-language literacy groups in Quebec

have been meeting informally to discuss common needs and to plan some public events. The group, which calls itself "Partners in Literacy," has cooperatively offered a networking evening for literacy practitioners at the Fraser-Hickson Library on April 25, 1990, attended by over one hundred people; "Let's Talk: Literacy Learners Meet the Policy Makers" at Dawson College on October 25, 1990, attended by 200 people; and "Literacy: A Focus on Families" at High School of Montreal on April 25, 1991, also attended by over 200 people (see Annex C). Spurred on by these successes, the group now called "Literacy Partners" to make it easier to find them in the telephone book, went public, inviting no less than 50 groups to join them, all involved in literacy in some way. A remarkable turnout was another endorsement of Literacy Partners' abilities. New groups expressed their needs especially for support from, and communication with, other groups and wholeheartedly joined the partnership.

A first project was submitted to the National Literacy Secretariat, and a second one is now being drafted (see Annex C). The proposals target the needs expressed by the group, focusing on organizational development, public awareness, support and information sharing.

LACOLLE SPONSORED EVENTSFall 1990 Schedule

<u>Date</u>	<u>Workshop</u>	<u>Participants</u>	<u>Revenue</u>
	Transformative Theatre Series	25	472.50
Sept. 13-14	A Get Away Weekend	10	1175.00
Oct. 21	Art Therapy: In Search of the Image	8	390.00
Oct. 27	Stress Management for Children	10	500.00
Nov. 3	Styles of Handling Conflict	6	300.00
Nov. 10	Multiculturalism in the Year 2000	17	FREE
Nov. 17	Read Faster, Remember More	7	325.00
Dec. 8	Visualization: Pathway to Wholeness	17	850.00
Dec. 8	Journal Writing as a Link to Literacy	5	250.00

LACOLLE SPONSORED EVENTS

Winter 1991 Schedule

<u>Date</u>	<u>Workshop</u>	<u>Participants</u>	<u>Revenue</u>
Jan. 26	Type E and the Stress of Being Everything to Everybody	10	490.00
Feb. 2	Senior Citizen Activism: Beyond Anger	11	FREE
Feb. 8	Women's Ways of Knowing	32	1920.00
Feb. 9	Typewatching, Timing, Targeting: Myers-Briggs Type Indicator	5	240.00
Feb. 13	Cross-Cultural Communication	15	FREE
March 9	Dreams and Decision- Making	15	750.00
March 12	How to Set and Achieve Objectives	8	275.00
March 20	Human Rights Challenges In the 90's	20	FREE
March 22	Overcoming Blocks to Creative Thinking	6	300.00
April 13	You Are What You Think	4	200.00
May 3	Thinking Critically About Multi-Cultural and Multi- Racial Issues	18	570.00
May 25	Building Self-Esteem In In Children	15	500.00

LACOLLE RESIDENTIAL FACILITY BOOKINGS

<u>Date</u>	<u>Group</u>	<u>Revenue</u>
<u>1990</u>		
June 2-3	CusaCorp	150.00
June 16-17	Athletics Dept. (R. Rappel)	150.00
June 23-24	Education Dept. (B. Chambers)	150.00
June 26-27	Hillel Foundation	150.00
June 28-29	Garderie Les Petits Carroussel	50.00
July 7	Concave	75.00
July 28 - Aug. 3	Psychosynthesis Pathways	1050.00
August 11-12	CUSA	150.00
August 18-31	Biology Dept. (Dr. Widden)	700.00
September 2-3	C.O.C.L.A.	300.00
September 8-9	Archaeology Students	150.00
September 29-30	Philosophy Dept. (Dr. C. Grey)	150.00
October 6-7	Political Science Grad. Students' Association	150.00
October 20-21	St. Joseph of Nazareth Church	300.00
October 24-25	Options School	300.00
October 27-28	Painting & Drawing Dept. (Dr. J. Krause)	150.00
November 3-4	Campus Ministry (P. Côté)	150.00

November 17-18	Communication Studies (Dr. B. Gilsdorf)	150.00
<u>Date</u>	<u>Group</u>	<u>Revenue</u>
November 24-25	Tae Kwon Do Club	150.00
December 1-2	Margarida Eld	150.00
December 8-9	The Link	150.00
December 22-23	Armenian Students' Association	150.00
December 27-28	Computer Society of IEEE	150.00
December 29-30	Jean-Pierre Belanger (Physical Plant)	150.00
<u>1991</u>		
January 1-2	Education Department (Sue O'Connell)	150.00
January 12-13	Biology Graduate Students' Association	150.00
January 19-20	English Department (Ron Wareham)	100.00
January 26-27	Recreation & Leisure Students' Association	150.00
February 2-3	CUTV	150.00
February 9-10	Education Department (Dr. R. Schmidt)	150.00
February 16-17	Women's Centre	150.00
February 19-20	Jewish Students' Union	150.00
February 21	Garderie les Petits Carousell	150.00
February 23-24	Ecole Edouard VII	300.00
March 9-10	Association for Bahai Studies	150.00
March 16-17	Lonergan College Students' Association	150.00

March 23-24	Drama & Education Dept. (Bernie Warren)	150.00
<u>Date</u>	<u>Group</u>	<u>Revenue</u>
March 30-31	Alpha Chi Sorority	150.00
April 6-7	Engineering & Computer Science Association	150.00
April 27-28	Carribean Students' Association	150.00
May 3-5	Light Line	300.00
May 11-12	Association for Bahai Studies	150.00
May 17-19	Church of St. Michael and All Angels	450.00
May 31	Electrical and Computer Engineering Dept.	75.00

REPORT ON THE NOMAD SCIENTISTS

June 1, 1990 - May 31, 1991

PRESENTATIONS, LECTURES, WORKSHOPS:

The Nomad Scientists have conducted a total of 144 presentations, lectures and workshops to a total of 9,695 participants. The breakdown is as follows:

Population Sector	Total Number of Activities	Total number of participants
Early Childhood - playgroups, daycares, co-ops, nurseries	30	1,484
School Milieu - elementary, secondary college, university	96	6,930
Community - senior citizens, community organizations,	18	1,281
Total	144	9,695

CONFERENCES:

The Nomads were invited to participate at the following important conferences:

1990 A New Decade: Celebration, Challenge, Change,
PAPT-PACT Convention in association with The Federation of
Teachers of Jewish Schools (FTJS).
 Queen Elizabeth Hotel, Montreal, November 8-9, 1990.
 Workshop Title: "Les Sciences au Prescolaire"
 (Also presented material at the "Carousel of Teaching Ideas and Services".)

A Tapestry of Caring - Manitoba Child Care Association, 13th
Annual Conference.
 Holiday Inn, Winnipeg, January 24-26, 1991.
 Workshop Title: "Link Science" (2 sessions)
 (School and daycare visits from January 24-28, 1991.)

Quebec Council of Parent Participation Preschools
Beaconsfield Elementary School, Beaconsfield, Quebec,
 January 26, 1991.
 Workshop Title: "Environmental Chemistry"

Meaningful Connections - Canadian Association for Young
Children 1991 National Conference
 Hotel Vancouver, Vancouver, March 14-16, 1991
 Workshop Titles: "Link Science," "Great Cosmic Adventure"
 (Community visits from March 12-20, 1991.)

Growing Together - 75th Anniversary Conference of Parent Co-
operatives in North America. Presented by the Toronto and
District Parent Co-operative Preschool Corporation and Co-
operative Preschools International.
 O.I.S.E., Co-operative Resource Centre, Toronto, May 24-26,
 1991.
 Workshop Title: "Link Science" (2 sessions)

1991 National Child Day Care Conference of the Canadian Child
Day Care Federation
 Charlottetown, P.E.I., June 5-8, 1991.
 Workshop Title: "Making the Environment Come Alive" (English and French)
 (Also conducted an on-site workshop and community instruction in association with the P.E.I. Department of Health and Social Services.)

PUBLICATIONS

Link Science: a hands-on approach to the environment.
Pembroke Publishers, October, 1990.

Scholastic Publishers is distributing the book in the U.S.A.
A french version of this book is scheduled for publication in the fall of 1991.

In Progress: "The Tubs of Trouble." This book is aimed at very young children and deals with water pollution.

AWARDS

The Nomads received the "Gazette Environmental Award" at the 50 PLUS Conference and the Environment, held at the Palais des Congrès, April 21, 1991. The Gazette congratulated the Nomads for their innovative approach to promoting environmental awareness in children.

UPCOMING DEVELOPMENTS AND MAJOR INITIATIVES

1. Lacolle Residential Science Program:

The Nomad Scientists have applied for project funding from private and government sources to launch an innovative and experimental residential science program at the Lacolle facility (see Annex E).

Children, teachers, educators, parents and volunteers will live, sleep and study at the Centre for three to four days. The interdisciplinary nature of the programs will be geared for those students and teachers who have been "turned off" to science; especially disadvantaged, disabled and troubled youth as well as educators who feel uncomfortable teaching science.

The Nomads have received funds to hire one secondary school student to assist with planning and research.

2. Travelling Environmental and Science Exhibits:

The Nomad Scientists will bring their travelling science and nature presentations to British Columbia and establish a permanent B.C. affiliate of the Nomads. Programs are being specifically geared for children at the preschool and early elementary level. Partners in this project include the Child Study Centre at the University of B.C., Langara Community College, and the Canadian Association for Young Children.

3. Summer 1991 Presentations

The Nomads have received funding from the P.E.I. Department of Health and Social Services, Charlottetown, to present a workshop to nursery school and daycare educators in the month of June 1991.

In August, 1991, the Nomads will conduct a series of hands-on workshops, geared for 4-5 year olds at the Manitoba Children's Museum in Winnipeg.

4. Science Literacy Projects

The Nomads, in collaboration with the Quebec Federation of Home & School Associations, have applied for funding to develop a three-year literacy exchange project that will focus on remote, rural Quebec communities, particularly isolated communities along the lower north shore and the Gaspé peninsula (see Annex E). Examples of partners and advisors invited to participate include: The World Wildlife Fund (Canada), Girl Guides of Canada, Quebec Council (Water for Tomorrow), Dr. Heather Trump (Education Department, McGill University), and Canadian Home & School.

The Nomads will also be involved in a literacy exchange project which is being developed with the literacy animator for the Nova Scotia Federation of Home and School Associations and the communities involved to visit northern Nova Scotia communities and schools in October, 1991.

ANNEX A

WORKSHOP EVALUATIONS *

- * Please note, in some cases, the number of respondents who filled out the evaluation form is less than the number of participants who attended the workshop.

ART THERAPY: IN SEARCH OF THE IMAGE

October 21, 1990.

Roselly Miller and Joyce Jason

Evaluation Summary

(8 respondents)

1. Overall, how would you rate this workshop?

(1)	(4)	(3)			
1	2	3	4	5	
Excellent				Poor	

2. What did you find most helpful about this workshop?

- Dispelling unacceptable myths behind art, e.g., that there are just one set of symbols in the world. Teaching the difference between people's points of view and rights into our art.
- The opportunity to have all of my questions answered.
- J'ai compris que les symboles sont propres à chaque personne et que les interprétations le sont aussi.
- The experiential methods used.
- Insight gained into techniques used by art therapists. Good follow up suggestions.
- The interaction and discussion that causes one to think. Getting together with people that have a common view is refreshing.
- Understanding about art therapy; listening to discussion by other students.
- To see how I represent things by my drawing.

3. What suggestions do you have to improve this workshop?

- An explanation why there were two art therapists. Also tell us when we can expect each to speak, e.g., one in the morning/other afternoon. I thought one was feeling left out, but it was just not her turn. A little more preparation as to why we are doing exercises, especially hypnosis/meditation, just so we feel more at ease.
- None come to mind.
- Suggestions on how to apply these methods to myself (my life) after workshop.

- More instruction on doing things on our own...how we should do this at home, etc.
4. What other topics or types of workshops would you like to see sponsored?
- More Self Help/Therapy Workshop
 - Anything related to psychology
5. How did you hear about the workshop?
- Family Psychiatry, Jewish General. I'm a patient.
 - Lacolle brochure - ad on bulletin board at work.
 - Through a newsletter distributed by PAPT to teachers.
 - Concordia Mature Students' Centre
 - Through a posted advertisement
 - Notice in Concordia Library
 - I received a brochure from the Lacolle Centre.
 - A friend

Lacolle Centre for Educational Innovation

A GET AWAY WEEKEND

October 13-14, 1990.

Kathry McMorrow and Gretta Hashemi

(9 respondents)

Evaluation Summary

1. Overall, how would you rate this workshop?

(5) (1) (3)
1 2 3 4 5
|-----|-----|-----|-----|
Excellent Poor

2. What did you find most helpful about this workshop?

- The variety of things offered. The interaction of the group.
- The variety and delivery by Kathryn. Excellent personality for this. Thought-provoking and being brought to decision making.
- Informality, information, hands-on work.
- Balance of free and structured time. Size of the group (10-12), balance of lecture and experiential times.
- Goal setting and objectives. Time management.
- A good pace - gave time to reflect; excellent input of information to gain new insights; relaxed and friendly atmosphere.
- Goal setting, facial massage.
- Time out from everyday activities. Interaction with other participants. Useful tips from animators.
- Meeting people.

3. What suggestions do you have to improve this workshop?

- It's perfect - have another one in the spring.
- Longer time - perhaps 3 days.
- Have a written program, more relaxation exercises of different types, perhaps some yoga.
- Can't think of a thing. Great thanks!
- One day or evening workshops close to home - meets people's needs (mine) sooner.
- More techniques for handling stressful situations.
- More time for walks.
- Meals at small tables of six.

4. What other topics or types of workshops would you like to see sponsored?

- Assertiveness training, nutrition counselling, more stress reduction, self-help groups.
- Self improvement
- Bereavement; care of the elderly - other generation gap; the aging process.
- How to channel in on your creativity, fear of success.
- Not a repetition of the same information. Workshops that follow up or get you back on track.
- Humour workshop
- Spirituality, how to bring more fun into my life.

5. How did you hear about the workshop?

- mailing list
- through a friend
- saw poster on Concordia bulletin board
- received the brochure
- from a friend
- my friend invited me. She is a family life worker.
- through the brochure
- Concordia Alumni brochure
- Brochure

STRESS MANAGEMENT FOR CHILDREN

October 27, 1990

Margaret Mitchell

(8 respondents)

Evaluation Summary

1. Overall, how would you rate this workshop?

(4)	(3)	(1)			
1	2	3	4	5	
Excellent				Poor	

2. What did you find most helpful about this workshop?

- Well researched. Variety of tools used (video, cassettes, pamphlets, books, etc.)
- Information
- Life experiences from different people. Willingness to share freely to strangers.
- That it gave scope and brought many things together that can be used in all aspects of our life.
- Children feel the same worries, frustration and fears as we adults do, but do not have the answers for dealing with this stress. We can help them.
- Listening to other's life experiences and their work.
- The sharing among the different participants. The ability to learn from each other.
- Networking, hearing other professionals share. Also the leader's input - she was great! Learning that I probably already do know about stress and how to alleviate it.

3. What suggestions do you have to improve this workshop?

- Workshop should be longer (2 days) in order to have more time to share personal experiences with the group.
- Increase time allowed.
- More time.
- That it be longer (perhaps 2 days).
- More examples and suggestions on how to deal with certain circumstances.
- Maybe one weekend.

- A training session on how to teach stress management so that we can go back to our children with the ability. We have a knowledge of stress management but perhaps more focus on techniques.
- More experiential learning (more input from participants).

4. What other topics or types of workshops would you like to see sponsored?

- Self-esteem
- Autogenic training
- Perhaps workshops on teams (i.e., in the workplace) in stress management or being together, etc.
- Autogenic training
- How to give a workshop, Training sessions to be able to teach stress management techniques.

5. How did you hear about the workshop?

- Through a friend
- A friend
- Douglas Hospital, Education Department
- Lacolle brochure in the mail
- Through a pamphlet received at work
- Douglas Hospital Education Committee
- I received the Lacolle booklet in mail at work
- On mailing list

STYLES OF HANDLING CONFLICT

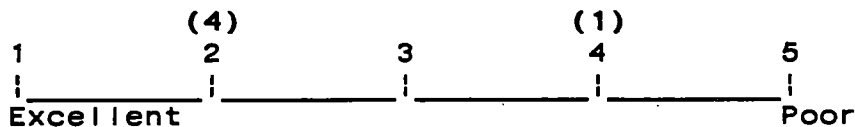
November 3, 1990

Priscilla Kredi

Evaluation Summary

(5 respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- Identifying the different types of manipulation.
- Aggressive people are not comfortable with/attract, etc. people. Focusing on behaviour and Rephrasing.
- The examples of ways to recognize the types of behaviour and the ways to deal with it.
- Looking at the different ways we can respond to a situation. Finding more assertive (rather than passive or aggressive) ways of dealing with conflict.
- Making one aware of how you interact.

3. What suggestions do you have to improve this workshop?

- Further techniques for managers in dealing with passive/aggressive employees.
- Probably needs more time. More air would help too.
- I'm satisfied with the course as it is.
- Incorporating body language into the course. I found I could sound mild mannered but someone pointed out my hands are on my hips equals double message.
- To bring an example of one's own difficult situation and work it out to the limit.

4. What other topics or types of workshops would you like to see sponsored?

- The same topic with emphasis on managers in dealing with staff.
- Body language

- Any workshop on leadership skills
- Similar topics - Interpersonal skills including cross-cultural - client skills, etc. etc.

5. How did you hear about the workshop?

- Lacolle bulletin
- Concordia pamphlet came to my work
- Through printed material circulated through internal mail
- Yellow flyer circulated in my department.
- pamphlet

Lacolle Centre for Educational Innovation

READ FASTER AND REMEMBER MORE

November 17, 1990

Dr. Donna Logsdon

(7 respondents)

Evaluation Summary

1. Overall, how would you rate this workshop?

(2)	(4)	(1)		
1	2	3	4	5
_____	_____	_____	_____	_____
Excellent				Poor

2. What did you find most helpful about this workshop?

- The whole workshop and information on memory.
- I was impressed we covered a lot of material. I'm sure it will be helpful. Good to know others have similar problems.
- Practicing the theory; explanations.
- Practicing the reading techniques.
- The techniques and skills I learned.
- The method.

3. What suggestions do you have to improve this workshop?

- Making us try different ways of fast reading for us to experience cluster, diagnosis.
- Being more organized at the beginning of the day, overhead projector, heat.
- two sessions with practice built in-between.
- Perhaps reduce the amount of information to be covered.
- More exercises to try the techniques. Maybe group work. It would make the workshop more interesting and fun.
- None.

4. What other topics or types of workshops would you like to see sponsored?

- Memory - whatever the number of students, if possible.
- Memory; Coping with hectic schedules.
- How to remember more for longer time.

5. How did you hear about the workshop?

- Lacolle publicity
- Concordia University
- Notice came to my office
- Mailed home
- Concordia Thursday Report
- I received the program schedule
- Lacolle Centre's workshop

VISUALIZATION: PATHWAY TO WHOLENESS

December 8, 1990.

Carolyn Springer

Evaluation Summary

(15 respondents)

1. Overall, how did you rate this workshop?

(2)	(1)	(6)	(2)	(3)	(1)			
1		2		3		4		5
Excellent								Poor

2. What did you find most helpful about this workshop?

- Trainer's patience and articulating herself; the positive "nibs" from her; practical approach to subject(s); leaving with a feeling that I'm on the "right" mark with this training.
- Relaxation techniques.
- Practical experience.
- The exercises/experiments.
- Guidelines to relaxation techniques; charting a personal path.
- The setting of a focus for concentration and relaxation.
- The breathing exercises.
- Guided visualization.
- Tools and helpful ways to grow through visualization.
- The exercises we did -- experiencing versus theory.
- Visualization exercises.
- Experiments.
- The experimentation.
- Very little actually as I felt on the outside. I liked the instructor. She was a lovely person but I didn't enjoy the seminar.

3. What suggestions do you have to improve this workshop?

- None.
- Better location, i.e., room, and they could be held at Loyola.
- The lighting could be better.
- Could have used a few minutes for introductions, i.e., learn the names and interests of others.
- A bit of increase in the pace.

- The workshop was a little slow moving
 - Perhaps extending over a longer period, possibly a weekend.
 - Relaxation techniques.
 - I enjoyed the workshop and I have learned and improved on dealing with my emotions.
 - Good workshop.
 - More short breaks throughout the day - more helpful in focusing on material and experiential work.
 - More sharing.
 - More sharing on personal experiences and feelings.
 - Instructor more at the front of the group. I had her back to me most of the time. I would like more excitement. It was too slow moving for me and too unstructured. I detested French name tags.
4. What other topics or types of workshops would you like to see sponsored?
- Don't know at this time.
 - Similar workshops.
 - Something on creativity itself.
 - Follow-up to this - perhaps in the spring.
 - Positive thinking, Self-healing.
 - Stress reduction.
 - Relationships, creating success, more on creativity.
 - On healing, on "Inner Child" awareness and understanding.
 - About weight control.
 - Group workshops dealing with anger amongst women.
5. How did you hear about the workshop?
- Mailed in September, received at work.
 - Lacolle pamphlet
 - Was phoned.
 - Through the workshop leader
 - Brochure from Lacolle - mailing
 - Lacolle Centre brochure
 - A friend
 - By the information received from the Lacolle Centre
 - From a friend
 - Lacolle Centre for Innovative Education
 - Brochure from Lacolle Centre was sent to me by Carolyn Springer
 - By C. Springer
 - I happen to have translated the description of the Lacolle Centre
 - By a Concordia University employee
 - Through departmental notices

Lacolle Centre for Educational Innovation

TYPE E: THE STRESS OF BEING EVERYTHING TO EVERYBODY

January 26, 1991

Dr. Donna Logsdon

Evaluation Summary

(10 respondents)

1. Overall, how would you rate this workshop?

(4)	(3)	(1)	(1)	
1	2	3	4	5
Excellent				Poor

2. What did you find most helpful about this workshop?

- Opportunity to participate with questions and some discussion. Donna was an excellent workshop leader: animated, knowledgeable and flexible. She was able to adapt to specific needs of group.
- Discussion - universality of this "syndrome"; strategies; solutions.
- I now have exercises to deal with my stress and make changes in my life.
- Group participation, excellent material.
- The interaction factor of the group. The feedback as we learn process. The "do in our leisure" questionnaires, notes and self-evaluation.
- Wide range of topics.
- La documentation écrite; petit truc qu'on peut utiliser.
- Recognition of not being alone. Good information to follow up.
- An exposure to a wide range of tools for self-analysis.
- Avoir des feuilles pour nous guider, nous aider à contrôler d'avantage le "stress" cela aide car on ne peut pas tout retenir.

2. What suggestions do you have to improve this workshop?

- I would like it to be given in two days so that there would be time for more experiential and sharing activities.
- Perhaps slightly less material; more time to focus on understanding what's usually "driving" Type E and identifying these qualities in self.
- Open window maybe not really necessary. Omit.

- More time. Might be a good weekend workshop.
 - I'd like to see this on a long term process, weekly workshop instead of just a seminar basis. That way the on-going practice would be more determined and I could check my progress and thus be encouraged to progress...
 - More time to elaborate on exercises.
 - Si nous avans à écrire de nous donner quelque minute pour écrire les chases du tableau avant de donner les explication. Faire un expérience.
 - More concrete ways of dealing with the stress rather than identifying of stressful situations.
 - Brief self-introduction from group members of themselves. Receipts being given out by secretary upon payment. I will now have to wait two weeks before being reimbursed from work.
 - Faire un expérience afin de pour suivre seule tout ce dont on nous a parlé durant cette journée.
4. What other topics or types of workshops would you like to see sponsored?
- Conflict
 - More of these, this was great. Thank you.
 - Time Management, Priority Setting (available over weekend)
 - The same thing
 - Decision making: approaches, risks, dilemmas, etc.
 - La fatigue, les relations humaines
5. How did you hear about the workshop?
- Through Lacolle brochure
 - Through a Concordia alumni member who received the catalogue.
 - Friend at work (school)
 - a friend
 - The Mirror, The Concordia Weekly, (The Gazette?)
 - In the Lacolle Centre brochure
 - Ecole/travaille re: feuille contact
 - Information was sent to the school
 - Pat Delaney, Drama and Education, Concordia
 - Beaucoup, trop à la fois mais je suis contente de cette journée

WOMEN'S WAYS OF KNOWING FEEDBACK SHEET

1. Overall, how would you rate today's session?

Excellent						Poor
1	1.5	2	3	4		5
10	1	7				

2. What helped your learning in the session?

- I thought the role play really brought it all together.
Talking about the 5 modes out of context

- it was easy too support the connected way - watching it in action - it got lost I saw how it can be read as "all over the map"
I appreciated the opportunity to see it from another perspective, thanks

- the women's ways of knowing phases really helped me see the different voices women have in academic settings

- this will help me when I deal on a one-to-one basis & a collaborative basis with my students

- sharing of experiences
- bouncing of ideas

- the open nature of the presenters, it allowed for everyone to speak out

- Ideas were accepted

- the variety of activities used in order to transmit the knowledge was excellent

- the opportunity for dialogue, exchange etc.

- the respectful and supportive way in which Jill Tarule received the participants' questions

- the enthusiasm of the leaders and the willingness of those present to participate and share

- variety of methodology + my involvement
- well informed presenters
- attending opener by Jill & Lanie
- clarity in presentation of ideas
- involvement of everyone
- modelling of interactive/collaborative

- the validation of personal experience and ideas

- the challenge of responding to ideas of others, at my table

- the humour/wit of both of the leaders

- key phrases made which I'm sure will root

- tremendous information
- participation of individuals
- very personable/open/respectful presenters
- range of ways of learning used
- material presented
- time / opportunity to try it out - play & simulation
- discussion in general
- discussion in like group re collab.learning
- presentations
- variety & modelling
- collaborative approach
- role play / afternoon "mini-lectures" by both presenters -
would have liked more
- the small group exchanges - new theoretical concepts
- the variation between two leaders, good food, physical activity to keep my interest up throughout the day's to words, listening, writing
- also, the opportunity to dialogue with the peers (of course) on the content
- I found the whole session helpful
- good pacing, variety of activities, ambience (and equally important, lots of good food and drink!)
- role play
- discussion in groups
- presentation of concepts with opportunities for questions
- I liked talking to others in the group
- I liked observing the role play - the dynamics of it (but it was hard to hear everyone)
- Discussion in big group
- sharing of experiences

3. What hindered your learning in the session?

- groups too large
- definitely the physical setting & environment!
- the room was set up poorly; I couldn't hear because of the echo & I was in the back of the "class" straining to hear what everyone had to say

- My knowledge about collaborative learning - you did not push enough perhaps because I practice it! Live it!

- noise from kitchen help
- trying to tie theory of presentation (what) to the method of presentation(how)

- the lack of break for fresh air in order to oxygenize my body and mind

- the absence of an exercise with closed eyes for relaxation

- nothing

- we were too spread out & sometimes hard to hear speakers

- length of day

- I did not feel hindered but was uncharacteristically liberated and confident

- the good feeling that comes with sense of contribution

- some constraints - as usual

- difficult to hear in the room

- time pressure

- a little too much material for time allotted

- nothing that I am aware of

- acoustics and lighting of the room

- I cannot identify anything that hindered learning

- some stretches of being talked to, too long

- frustration that my interest in application didn't have a spot

- Some ideas didn't connect with me, I don't know why. Perhaps it was the rush of time again - rushing to cover things instead of exploring them more deeply and their interconnections

- focus on teaching of social sciences

- problems and solutions tend to be discipline specific

4. What suggestions do you have for improvements?

- perhaps sitting in a circle
- more stuff on women's learning styles
- a little less talking
- more collaboration, interaction, practice
- thanks for a great day

- to continue to inform & encourage teachers; administrators; workers to embark on collaborative working / learning

- reduce noise from kitchen
- try to tie theory of presentation (what) to the method of presentation (how)

- visualization exercise using a metaphor would have been an asset
- opportunity to add any of our concerns to the already existing agenda would have been appreciated, then the workshop would be a #1
- Thanks for a very fulfilling experience - it has planted seeds which I look forward to watching grow! I also obtained some practical advice to resolve my dissatisfaction with present learning environment I'm experiencing

- I would like to know who the other participants were in order to follow-up on ideas touched upon that are of mutual interest

- perhaps a little shorter day 9:30 - 4:00, I know - what do you leave out?
- more opportunity for personal sharing

- I would like "time" to extend on sharing stories and experiences of others in attendance

- application most exciting
valuable part was left until the end when many had left and when those remaining were tired

- more reflection on me as learner/teacher
- cut down on material
- better overhead projector and clearer overheads even if they are on handouts

- I need more time to think, to give you an appropriate answer. I thought the whole session was well paced and a most enjoyable experience. Thank-you Jill & Laney

- turn off the spotlights over the overhead screen, to make the overheads show up more clearly

- nothing - it was great!

- student input at agenda stage

- look at our own learning approaches in different situations

- Some at my table questioned that education is the only route. That was a good question, I wish they had raised. I'd like the emphasis on both male/female both separate and connected to be greater

- begin session with general introductions, would have been useful to learn where people were coming from; what their specific interests were

TYPEWATCHING, TIMING, TARGETTING: USING THE MYERS-BRIGGS TYPE
INDICATOR - Mary Scott
February 9, 1991

(6 respondents)

(3) (1) (2)

1 2 3 4 5

Excellent Poor

- I know now what type I am in. It happens to be very accurate and true about myself. So I can apply this technique to identify a type of other persons. Also, it helps me a lot to reveal who I am and to get to know others clearly.
- Completing this instrument and using it with members of group. Complementarity of persons present. Eye-opener.
- Personal revelations and listening to insights of all group members.
- Material, explanations, descriptions - packed a lot in without making me feel rushed. Sharing of ideas, support.
- All interesting.
- Self discovery and greater appreciation of the differences.

- I am satisfied with this workshop. I don't know what improvement should be needed so far.
- Perhaps filling out the longer questionnaire and more hands-on and exchange but that may mean more time. Knowing more about Jung.
- A minor comment: maybe some examinations of the flaws or weaknesses in MBTI, rather than automatically accepting it as a panacea.
- Two days would be ideal but probably not realistic.
- None.
- More people would have offered a larger variety of types.

4. What other topics or types of workshops would you like to see sponsored?

- How to interact in different types.
- Learning other applications of MBTI.
- Enneagrams. You have a great line up this spring.
- None.

5. How did you hear about the workshop?

- By the mail from Lacolle Centre.
- Lacolle Centre brochure.
- I'm on the mailing list, having attended previous ones.
- Word of mouth.
- Flyer
- Lacolle flyer

Lacolle Centre for Educational Innovation

DREAMS AND DECISION MAKING

Dr. George Baylor, Gissa Israel

March 9, 1991.

Evaluation Summary

(12 Respondents)

1. Overall, how would you rate this workshop?

(9)		(1)	(2)			
1		2		3	4	5
	_____		_____		_____	
Excellent						Poor

2. What did you find most helpful about this workshop?

- Group sharing
- Better understanding of the dream process.
- I learned the techniques and found the tools to analyse my dream. Now I can use what I have learned for all my dreams.
- Able to ask questions. Being able to go through the process of the dream.
- Gissa and George - very creative, informative and grounded.
- The way it taught me to relate to myself and others in my dream. How to identify symbols and other forms.
- Analysing and understanding individual dreams by members of the group.
- Learning to identify my dream.
- The individual attention, personal interpretation (non text book), personal exploration through art medium, group work (diads).
- The sharing of the dreams in a structured way and getting the feedback.
- Kind personalities of the leaders.
- Group discussion, questions, feedback from participants. Good idea having two leaders.

3. What suggestions do you have to improve this workshop?

- None, it is great the way it is.
- More heat in room.
- It is great, not enough time.
- Perhaps more printed information.

- I would like a more structured opening to the seminar, Beginning with general questions about dreams. I think we got into personal areas (despite George and Glissa's attempts to do otherwise) which for me came too early. I would have liked a kind of mini lecture maybe about history of study of dreams, REM, kinds of dreams, i.e., a bit more structure.
- I feel the work in the diads more effective for myself than the large group sharing - maybe more accent on this.
- A little more structure.
- Visual material such as slides or pictures.

4. What other topics or types of workshops would you like to see sponsored?

- Spiritual nature
- (Oriental) meditation
- I am very interested in joining a dream group. Any possibilities? Like giving a workshop, say next September, followed by forming a group and continuing it all year.
- Psychic studies, numerology, palm reading
- Right now I prefer to keep the accent on dream analyses than other things.
- Alternative career choices (self-directed goals in choosing professions; colour therapy

5. How did you hear about the workshop?

"Suzanne Live"	4
Newspaper	1
Lacolle mailing	5
Word of mouth	2

6. Other Comments:

- Thank you for the workshops offered to us.
- Wish I could take the weekend but I am already committed and can't cancel it. Hope to meet with you again.
- This has been a great workshop. Thank you.
- Very pleasant way to get educated and help in the process.
- Content: excellent. Physical environment: For seminars especially, environment is a great contributing factor to putting people at ease, creating a productive atmosphere. This room certainly did not help - dirty, untidy, things falling apart.
- Very positive and revealing experience.

Lacolle Centre for Educational Innovation

HOW TO SET AND ACHIEVE OBJECTIVES

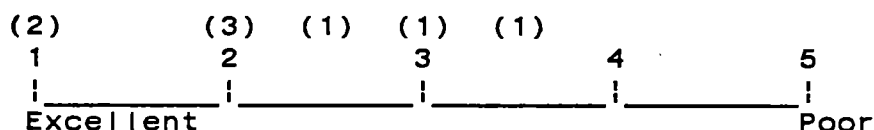
Dr. Raphael Marcus

March 12, 1991.

Evaluation Summary

(8 Respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- I learned how to explore eight (8) different areas to consider in my life and details of information in each area. I realized that setting goals and objectives is much more important than I thought. Know how to set up goals, objectives, activities.
- Extremely informative and detailed. Twenty-five years of research comes through.
- The forms and concrete suggestions for action.
- How to set objectives practically and objectively and how to follow and monitor them.
- It directly related to my expectation and aspirations in the area. Professor gave plenty of information and helpful forms. Short and in evening.
- It certainly leaves the planning of my goals and objectives up to me. The most useful suggestion is to quantify my goals and objectives.
- The emphasis on writing things done in order that they may appear more clearly and same time in achieving the end result.
- The plan - it provides a structure by which one can plan and evaluate.

3. What suggestions do you have to improve this workshop?

- Could be given in longer period of time.
- Less repetition of prints.
- Go through the course material with one example: a person X.
- Two hours instead of three. I find it tedious to sit any longer after a long working day.

- Perhaps an exercise in class on how to write objectives. I know this material is handed to us but an "In class" exercise would demonstrate the principles and concepts.
 - More time.
4. What other topics or types of workshops would you like to see sponsored?
- Inner talk
 - Creative thinking
 - Can't think at the moment
5. How did you hear about the workshop?
- Mailing: 5
 - Internal Posting: 2
 - Word of Mouth: 1 (Kathryn McMorro)
6. Other Comments:
- Dr. Marcus is a perfect instructor.
 - Good overall, well paced, warm, humorous delivery
 - Dr. Marcus is a great instructor
 - To practice the concepts fully, this workshop should be presented in three segments giving participants a chance to go away, try suggestions and come back for reinforcement and support.

March 22, 1991.

- Follow-up six weeks later. .
- Dealing with the Inroads of technology; depersonalization.
- More stuff on creativity - you clearly know way more

- More stuff on creativity - you clearly know way more than you could share with us in one day.

6. How did you hear about the workshop?

- From Olivia
- Lacolle calendar
- I receive the bulletin describing Lacolle workshops
- I'm on the mailing list
- Booklet

7. Other comments:

- Pleasant, unstressful, interesting, nice location
- Informative, well run
- Good value for the money
- Thank you
- It was interesting!

YOU ARE WHAT YOU THINK
Margaret Villazan
April 13, 1991.

(4 respondents)

(4)

1 2 3 4 5
|-----|-----|-----|-----|
Excellent Poor

- Materials, sharing ourselves, clear explanation of the technique.
- Encouragement and techniques of positive living and positive self-image.
- The guidelines to help me visualize and understand the power of the mind.
- Feedback; "warmness" of instructor; she levelled with us and helped me feel like a person.

- It was great.
- None, it was well prepared and hand-outs are so designed that I can use them for other exercises.
- None.

- Dreams, Self-Improvement, Art Therapy - any topic of this nature.
- I enjoy all seminars in regard to the self and positive thinking and meditation.
- Nothing at this point.

- The Lacolle Centre sent me their brochure.
- CBC via a friend
- Through the mail
- Mail out - attended previous workshop in December 1990.

6. Other comments:

- Looking forward to next time.
- Thank you for all your helpful workshps.
- I am very glad I attended this workshop. I hope to apply the skills learned in my everyday life (and to keep applying them).

Olivia Rovinescu

(10 respondents)

(2) (7) (1)

1 2 3 4 5

Excellent Poor

- Well structured, thought out, involving
- Case studies were excellent and made one know what critical thinking was all about.
- To examine situations in different perspectives.
- The workshop was very well led by Olivia. The group that I worked with was enlightening. The information we discussed was interesting.
- The practical, small group exercises. The handouts.
- The realistic approach of the group discussions - even if we touch personal issues and beliefs.
- Active participation encouraged by animator.
- The practical aspect of it, the hands-on activities; people coming from different backgrounds.
- Even though I realized that there are a lot of 'slurs' and double meanings hidden in the things we read, this session has helped me to see more clearly just how rampant these things are. It makes you realize that you definitely have to read between the lines to get the real meaning of many things.
- (Tools) concepts of critical thinking.

- Needs more time.
- Be more lengthy.
- Have Olivia do other workshops.
- I felt rushed in that the amount of information the leader tried to present seemed crammed into the time allotted. I suggest that critical thinking and discussion needs an atmosphere that suggests "time is open to think."
- Less printed material. Ideas and content overlap.
- Visuals, audio

- a day workshop on the topic. We only scratched the surface.
- I can think of none. I wish, however, that people who come to workshops would commit themselves more to the time and not have to leave early to catch this or that. It is made quite clear beforehand from what time to what time the session is going to be and I feel that if one cannot commit to that, then one should not take the course.

4. What other topics or types of workshops would you like to see sponsored?

- How to deal with difficult situations involving these kinds of questions.
- Racial issues and discrimination at workplaces.
- More about how a person can educate herself about clear thinking.
- I could see a follow-up to this workshop that explores role-play and analysis/decision making exercises.
- Multi-Cultural subjects.
- More practical, hands-on.
- Anything that deals with people and how to improve one's relationship with them and also with children.

5. How did you hear about the workshop?

- Read in flyer distributed to Concordia faculty.
- Flyer sent out.
- Through Black Community Association
- My supervisor sent me the information about the workshop.
- Lacolle information distributed in Concordia mail.
- Through Lasalle Black Community Association
- Concordia University mailing
- QASA hand-out
- One of the people from the Lasalle Black Community was unable to attend and I was offered the opportunity to take his place.
- Believe I got a circular in the mail.

6. Other comments:

- Leadership dynamic, enthusiastic, well-informed. Thoughtful, important subject.
- Enjoyed the workshop very much.
- Another suggestion: a handout of suggested readings.
- Good workshop
- Follow-up literature to be suggested.
- I enjoyed the workshop, especially the group discussion and general interaction of the group and the workshop leader.

Lacolle Centre for Educational Innovation

BUILDING SELF-ESTEEM IN CHILDREN

May 25, 1991.

Margaret Mitchell

Evaluation Summary

(15 Respondents)

1. Overall, how would you rate this workshop?

(9)	(1)	(2)	(1)	(2)						
1		2		3		4			5	
Excellent					Poor					

2. What did you find most helpful about this workshop?

- The opportunity to share common concerns.
- The ability to discuss among other people concerns and experiences, as well as to learn.
- The discussion in small groups about self-esteem. The video.
- The small groups into which we worked. Also the video.
- The very positive approach it had.
- People were open. This workshop was extremely informative.
- Sharing with other parents. I learned so much today about myself and was able to learn from others as well.
- The animator established a "feeling" in the group, had us do exercises that will lead us to value our children.
- The warmth, dynamism and knowledge of the animator.
- Reaffirming my belief that in order to build my child's self-esteem I must heighten mine.
- Some practical suggestions were made such as specific ways to respond to children; also list of resources.
- Reinforced a lot of my ideas on this subject.
- The range of handouts - lots to take home and reflect upon.
- The very positive attitude.

3. What suggestions to you have to improve this workshop?

- If it's not too demanding for the animator, a longer workshop would be great.
- Give us a weekend. More time would be great.
- Maybe a 2-day workshop.

- I found the "brief description" notes to members in a group, took up a lot of time. Perhaps beneficial but...
- Have more workshops, weekend long workshops.
- We need more time. Two days.
- Perhaps a longer workshop would be in order.
- More time to explore.
- More time to explore the topic - one day is insufficient. How parents can be advocates for their children: how to intervene with teachers.
- Lengthen it.
- More structure perhaps.

4. What other topics or types of workshops would you like to see sponsored?

- Stress management in children; Sexuality in children
- Overcoming peer pressure.
- Any subject dealing with teenagers and how to help them cope with today's pressures.
- Stress, Effective Parenting.
- Other types of "parenting" workshops.
- Creativity; Sexuality in children and adolescents.
- Issues of discipline, perhaps as related to self-esteem?
- Perhaps workshops that deal specifically with a defined area of self-esteem, eg: peer pressure; How to nurture a child's self-esteem after receiving a bad report card.
- Sexuality, spirituality, challenging stereotypes.

5. How did you hear about the workshop?

- Through Northview school.
- Through our Home & School Association
- The Lacolle Centre booklet.
- Through my School Committee.
- Flyer received at school (by mail) to the attention of Home & School Association.
- Lynn Vrouvas (Northview)
- From a friend.
- Through children's school.
- School flyer.
- From my children's school.
- Newsletter sent to schools.
- Through my children's school.
- Lacolle brochure.
- Through the University.
- Through school.

6. Other comments:

- Marg Mitchell is one of the most warm and fun people to learn from, as well as with.
- The leader was excellent. Made one want to go on and cannot wait for the other to start. Good work.
- Marg Mitchell is a wonderful person.
- Great day.
- Dynamic, lively presentation. Knowledgeable speaker-committed, sincere.

ANNEX B

ARTICLES IN PRINT

Our capacity for creativity is limitless. Think of the incredible uses to which we have put the 26 letters of our alphabet. To be creative is to be able to manipulate our experiences, play with knowledge, rearrange it into new combinations and bring new experiences into being. It's sensing the gaps or disturbing missing elements. It's making the familiar strange and the strange familiar. It's looking at the same thing everyone else sees, but seeing something different. The impulse to create is one of our main instinctive forces. It expresses the human being's passionate need to find meaning and give meaning to the world. It has been suggested that our first creative act begins with our ability to create a transitional ob-

BLOCKS TO CREATIVE THINKING

ject. To ease our separation from our mother we imbue the teddy bear and the blanket with extraordinary significance.

There are a variety of phenomena that prevent effective thinking from taking place. Some are culturally learned, others exist apart from any cultural influences and are idiosyncratic to us as individuals. Some blocks prevent us from thinking creatively and envisioning different possibilities and alternative solutions to problems. These blocks limit the way we perceive problems or issues. Blocks force us into seeing the world one way and one way only, thus preventing us from being able to define and redefine problems so that we might examine them from a multitude of perspectives.

We tend to be afraid of new ideas. New ideas challenge our notion of what "is." We tend to be afraid of the unknown because the unknown is unpredictable. We know not where it will take us. We like to hold onto the ideas that have served us well in the past. These notions have helped us organize the world of our experience.

We identify with them and find it difficult to extricate ourselves from them. We resist change because change forces us to make new cognitive connections. Very unsettling business indeed! It's easier to say "We've always done it this way" than come up with a new way. Critical and creative thought entails overcoming this habit bound thinking.

Personal blocks to creativity include those which deal with emotional concerns that limit the ability to recognize and deal with new challenges. Some of these personal blocks include lack of self confidence, a tendency to conform, a need for familiarity, an inability to tolerate ambiguity, lack of selfknowledge, lack of enthusiasm and its flip side, having too much enthusiasm.

Another category of blocks relates to our processing abilities and skills. These blocks deal more with the cognitive activities which hamper the attainment of new and useful solutions to problems. Such blocks include rigidity in problem solving, solution fixedness, the inability to come up with new strategies for solving problems.

"Selective perception" distorts our thinking and creates barriers to effective thought. We have all had the experience of hearing some sounds, but not others; seeing some events, but missing others altogether. We imbue some aspects of the event with more importance than we do other aspects of it. We often see what we expect to see because for the most part we tend to take many things for granted. Proofreading is often a difficult task precisely because we tend to see the correct spelling of words even when words have been misspelled. We tend to be more attentive to what interests us and ignore what is insignificant or what we perceive as insignificant. The following parable illustrates selective perception beautifully:

Two men were walking along a crowded sidewalk in a downtown business area. Suddenly one exclaimed: "Listen to the lovely sound of that cricket." But the other could not hear it. He asked his companion how he could detect the sound of a cricket amid the din of people and traffic. The first man who was a zoologist, had trained himself to listen to the voices of nature. But he didn't explain. He simply took a coin out of his pocket and dropped it to the sidewalk, where-

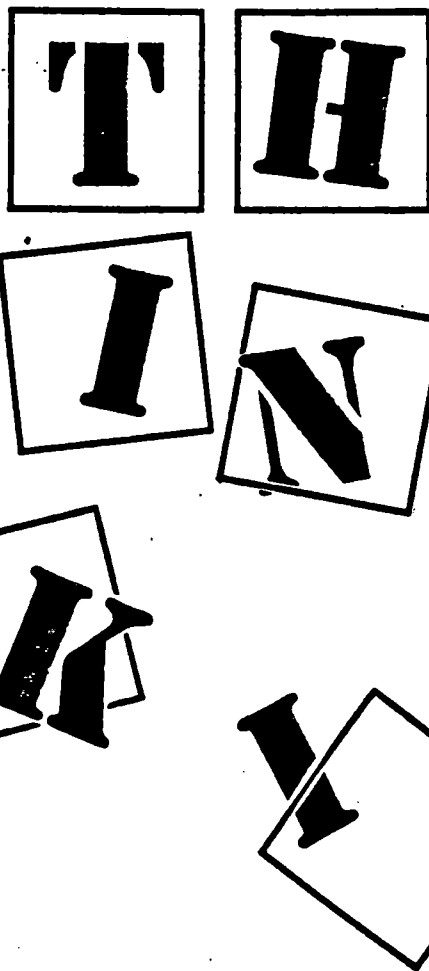
BY
CAROL
ROBINSON
OLIVIA
ROVINESCU

upon a dozen people began to look about. "We hear," he said, "what we listen for."

Saturation is another important block to thinking. Saturation leads to inattentiveness - hence the cause of many an accident, on the road and in the workplace. Roger Von Oech, author of "Kick in the Seat of the Pants" and "Whack on the Side of the Head", reports that he knew a taxi driver who became so habituated in his driving that when on foot he found himself circling the block if he came to a one-way only street. When saturation occurs, the cortical connections in the brain are going through the same predetermined patterns. It is almost as if the person is on remote control and exerting no mental effort. Saturation prevents us from seeing what is there because we see what we expect to see and not what is actually there. Our sensors are not "up" and we are not as tuned in to our environment as we should perhaps be. People who have made interesting breakthroughs in their fields were those who noticed things that others did not, whether events were in the outside world or in their own thought processes. Innovative thought requires alertness and self-reflexiveness. It requires that our thought processes are engaged and that we perpetually ask questions of ourselves and take nothing at face value.

Cultural conditioning can contribute to selective perception. There are some ideas that simply will not "dawn" on us because of the manner in which we have been socialized. The beliefs and customs that have shaped us influence our thinking processes. An educational institution may be guilty of engaging in selective perception when it schedules art history courses that deal exclusively with male artists and fails to present contributions from female artists. An individual may be guilty of engaging in selective perception when that individual hears only what he or she wants to hear in an argument and fails to consider relevant information that may have bearing on correctly interpreting the argument.

One may also be blocked by an inability to respond to what appears ambiguous and contradictory or even absent. Being an effective thinker entails working with ambiguity and contradiction and culling insight from



it. It discourages searching only for what is obvious. There is significance in what "is not" there as well as what "is". Human beings for the most part tend to be biased toward "positive" information. Consequently, we neglect or underestimate the importance of certain negative information—absent events, empty intervals, disconfirming instances and negative evidence. We should learn to become sensitive to lacks of communication - what is "not being said" - which may be more relevant than what "is" being said. Thus one might become aware of the absence of women and members of minority groups from certain jobs, for example. The fact that there are no Black employees in a particular institution "speaks" in a way that is just as significant as having a statement of employment practices; probably more so.

The doll display at a local toy store sported a large display of blond, blue-eyed dolls. When approached about the possible negative effects on self image that this display might have on

children of colour, the owner of the store responded that there wasn't a very high demand for black dolls and that in his experience even black parents prefer to buy their children white dolls. It was suggested to him that this might be because, for the most part, white dolls are what customers see displayed in stores and elsewhere in the media. The store owner retorted with a variation of his initial response that it is the market that dictates the kinds of dolls he's going to keep in stock. He simply could not understand that by displaying only white dolls he is telling children of colour that they don't count, that they are invisible. He seemed incapable of alternating his thinking pattern to see the issue from a different perspective.

There are several perceptual blocks that interfere with effective thinking and need to be considered. One of them is difficulty in isolating or identifying a problem. It may be a question of having too much or too little information or it may be a question of ambiguous information that cannot be read. Often, the problem is due to the tendency of people to spend a minimum of effort on problem identification. We often create imaginary boundaries. Once we get away from self-imposed boundaries, solutions come more easily. Consider the following problem. A teacher says that he/she understands the problem to be that of "getting Johnny to toe the line, put his nose to the grindstone and apply himself to his schoolwork." Because of the manner in which the teacher has defined the problem, he/she has in essence predefined the possible solutions. He/she sees the job of the teacher to be one of control and behaviour modification. But if the situation is broadened outward with attempts made to confront some of the assumptions about teaching inherent in the problem definition, the teacher may discover what is preventing him or her from being effective with the student, and might discover other ways of interpreting the problem and acting on it. Instead of thinking in terms of getting Johnny to "toe the line" and other aggressive metaphors, the teacher might redefine the problem so that it offers more possibilities in terms of remediation. He/she might use other language such as "how to get Johnny to 'redirect' his energies," or "how to get Johnny to 'discover'

what his interests are." "Can I 'reward' him for what he does well?" With each redefinition of the problem comes a whole new batch of possible solutions that were not conceivable when the problem was perceived one way and one way only.

If we can train ourselves not to take the path of least resistance, and suspend judgement, and ask ourselves questions from new vantage points, then we may force ourselves to re-examine ideas in new ways. Asking oneself questions such as "what if..." and "under what circumstances" are great at challenging our neurons to make new connections. An unsolved problem creates a kind of emergency situation for the brain which has the effect of lowering the threshold and

He asked his companion how he could detect the sound of a cricket amid the din of people and traffic. The first man who was a zoologist, had trained himself to listen to the voices of nature. But he didn't explain. He simply took a coin out of his pocket and dropped it to the sidewalk, whereupon a dozen people began to look about. "We hear," he said, "what we listen for."

allowing nerve impulses to spread. In order for original thinking to occur the neurons must develop the capacity to continually combine and recombine patterns in novel ways. When stimuli change, or perceptions are experienced in new ways, then new responses have to be made—and that is when original thought manifests itself. This sensitivity comes with increased usage.

In order to be a good thinker it is essential to extricate ourselves from the ideas which arise either from the manner in which the problem situation is originally conceived and defined, the familiar function we ascribe to concepts or objects which may be based on assumptions prevalent in our culture, or the result of long standing prejudices about ourselves or our social reality. Thinking well consists of breaking out of our conceptual system, our system of assumptions and meanings and knowledge. This requires a willingness to allow new ideas to displace old ones. That is not to say that the old ones are wrong but simply that later examination shows them to be limited

or narrow and we may have to change their place in our structure of beliefs or alter their character in the light of other ideas that have joined them. This is not to imply that one ought to change one's ideas randomly, but simply that one ought to be flexible enough to do so, when reason warrants it.

Good habits of thought entail learning how to consider viewpoints other than our own. In doing this we confront our assumptions and become aware of the limits of our knowledge. Many of us have the egocentric tendency to identify truth with our long-standing thoughts or beliefs. Overcoming this block entails suspending judging unfamiliar ideas until we fully understand them. It's important to put ourselves in the shoes of others and try to see the world the way they might see it. To do so is to exercise fair-mindedness. "Getting out" of our own viewpoint is important for critical as well as original thought to take place. Original thinkers in many fields attempt to escape the limitations set up by uni-perspective viewpoints.

Are we doomed to be slaves to our cortical connections or can we do anything to overcome these blocks? How do we train ourselves and our students to develop the predispositions necessary for original thought? By way of an example, let's consider how one might look at a simple dot from a multiple perspectives. A "dot" you say? How many perspectives can one have on a dot? Quite a few, as we shall see. Looking down at the dot from a perspective in space, the dot might look like an aerial view of a cup of coffee, or a manhole cover on a street. If you're looking at the dot from underneath, it might be the cross section of the head of a hammer coming at you. One may perform a variety of mental operations on this dot. In multiplying the dot, it might be a string of beads. One might look at the dot as the negative space and the space around it as positive space, in which case the dot might turn into a hole in a slice of swiss cheese, or the hole left by a donut. If I magnify the dot, it may become a polka dot on the dress of a giant, or a spot on a dalmatian. Depending on the number of perspectives you take, you see more and more facets of this simple dot. The dot example can be transferred to other contexts. You are a middle manager faced with the decision of whether to

lay off several numbers of your staff. Think of the problem as the dot. What if you put yourself in the shoes of your superior and see the problem from above? Now put yourself in the shoes of the workers, the hammer is descending on you, do you perceive the situation differently?

In order to come up with more and better ideas, Alex Osborn, author of "Applied Imagination", recommends conducting a set of mental operations he has labelled with the acronym SCAMPER (standing for Substitute, Combine, Adapt, Magnify/or Minify, Put to new uses, Eliminate, Reverse). The invention of the printing press was precisely the result of such a process. Essentially what Guttenberg did was combine two previously unconnected ideas — the wine press and the coin punch, to create a new idea — the printing press. Nolan Bushnell wasn't satisfied with merely watching television, he wanted to *put it to new uses* — hence the invention of the video game.

Picasso's "Head of a Bull" was the result of his finding an old bicycle and welding the seat and the handlebars together. In executing this oeuvre, he combined adapted, substituted, eliminated and put to new uses. Nobel prize winner, Albert Szent Gyorgyi once said that "discovery consists of looking at the same thing as everyone else and thinking something different. Essentially that's what Flemming did when he inadvertently discovered penicillin. One day he happened to notice bacteria being destroyed by mold that had formed in a corner of his laboratory. As we know, this observation has revolutionized medicine. Jenners discovered the vaccine for smallpox by reformulating his original question and coming at the problem from a different vantage point. He noticed that those individuals who worked with cows seemed not to get the disease, so he reformulated his question from "why do some people get the disease" to "why do those people who

work with cows not get the disease." The reformulation of the question helped him get the necessary answers.

It is crucial also that one not look at one's errors as mistakes, but rather as opportunities for further discovery. In his attempt to invent the telegram, Thomas Edison invented the light bulb, the phonograph and the film projector. As someone once said, mistakes are the portholes to discovery. Woody Allen has gone so far as to say that if he hasn't made a mistake on a given day, he hasn't been truly creative. Making mistakes tells you when you need to change direction or as Von Oech puts it, it "whacks you on the side of the head and helps unlock your mind for innovation." Knowledge alone won't make someone a creative thinker. The key lies in how one can manipulate the knowledge and experience one has amassed.

Edward De Bono differentiates between what he calls "lateral" and "vertical" thinking by referring to "digging holes." De Bono sees advantages in digging in the same hole but goes on to say that it is easier to go on digging in the same place than to start all over again in a new place. Vertical thinking is digging in the same hole deeper; lateral thinking is trying again elsewhere. According to De Bono breakthroughs usually result from someone abandoning a partially dug hole and beginning anew in a different place. But it is difficult for us to abandon one way of perceiving a problem or an idea and seeing it differently. New mental operations must be performed. And if we are not used to performing these types of operations, it is difficult to do. We must create the predisposition through repeated practice. Rather than settle for the first definition of a problem, try generating several to choose from. Brainstorm different possibilities and don't judge the worth of these possibilities until you have finished. Being too judgemental with oneself is very detrimental in coming up with ideas. Evaluation is certainly an important part of effective thinking, but it is a later part of the process. Schiller, a 19th century poet and philosopher, wrote the following advice:

It is not good — and indeed it hinders the creative work of the mind if the intellect examines too closely the ideas already pouring in, as it were, at the gates. Regarded in isolation, an

CHECK LIST FOR NEW IDEAS

(Adapted from Alex Osborn)

- ☐ Put to other uses? New ways to use as is? Other uses if modified?
- ☐ Adapt? What else is like this? What other idea does this suggest? Does past offer a parallel? What could I copy? Whom could I emulate?
- ☐ Modify? New twist? Change meaning, color, motion, sound, odor, form, shape? Other changes?
- ☐ Magnify? What to add? More time? Greater frequency? Stronger? Higher? Longer? Thicker? Extra value? Plus ingredient? Duplicate? Multiply? Exaggerate?
- ☐ Minify? What to subtract? Smaller? Condensed? Miniature? Lower? Shorter? Lighter? Omit? Streamline? Split up? Understate?
- ☐ Substitute? Who else instead? What else instead? Other ingredient? Other material? Other process? Other power? Other place? Other approach? Other tone of voice?
- ☐ Rearrange? Interchange components? Other pattern? Other layout? Other sequence? Transpose cause and effect? Change pace? Change schedule?
- ☐ Reverse? Transpose positive and negative? How about opposites? Turn it backward? Turn it upside down? Reverse roles? Change shoes? Turn tables? Turn other cheek?
- ☐ Combine? How about a blend, an alloy, an assortment, an ensemble? Combine units? Combine purposes? Combine appeals? Combine ideas?

idea may be quite insignificant, and venturesome in the extreme, but it may acquire importance from an idea which follows it; perhaps in a certain collocation with other ideas, which may seem equally absurd, it may be capable of furnishing a very serviceable link. The intellect cannot judge all those ideas unless it can retain them until it has considered them in connection with these other ideas. In the case of the creative mind, it seems to be, the intellect has withdrawn its watchers from the gates and the ideas rush in pell mell, and only then does it review and inspect the multitude.

The power of an idea is limited only by our capacity to see its application. We are blocked by our fear to apply knowledge to new circumstances. Knowledge culled from one area of expertise may prove extremely useful in solving another quite dissimilar problem in another area. Roger Von Ochen relates the story of a lab technician who was having a hard time cutting through a new solar cell. At home her husband was doing some carpentry work. She noticed that he appeared to be slowing down rather than speeding up as he began sawing through the

piece of wood. She took this information back to the lab with her and was able to solve her problem. The inventor of the Apple Computer tells us that the idea for one of his programs was based on the choreography in a dance class he was attending at the time he was wrestling with the problem. Specialized thinking will narrow our focus as opposed to broadening it. To be a critical and creative thinker it is important to familiarize ourselves with a wide range of different types of knowledge. This allows us to organize our experiences in different ways, to compare and contrast alternative terminologies and approaches to similar problems.

A good thinker is someone who makes use not only of logic and reason but who can be both a convergent and a divergent thinker, or to use De Bono's words, be a vertical thinker as well as a 'lateral' thinker - someone who is capable both of generating ideas as well as having the ability to evaluate them critically. Such thinking involves the ability to zero in and be very focussed and specific as well as the ability to pull back and look at the greater picture. A good thinker is someone

who is in touch with his/her intellect as well as his/her emotions, allowing each to inform the other. Such a person is a dialectical thinker, capable of entertaining contradictions and ambiguity, flexible enough to make use of information and modes of thinking from different disciplines and from different perspectives. Such an individual is creative in the sense that he/she can examine an issue from different vantage points and can generate different alternative interpretations. Such an individual has the creative imagination to be able to envision different ways of being and different ways of existing in the world, different social systems and different strategies for getting there. The journey from "is" to "ought", from that which exists currently to what can exist and perhaps should exist, requires creative imagination and flexibility in thinking.

Olivia Rovinescu is Director of the Lacolle Centre for Educational Innovation at Concordia University and teaches part time at College Marie Victorin. She has co-authored three books and is currently co-authoring another entitled, "Dialogues on Values and Critical Thinking."



As an educator, you are in a unique position to raise awareness about racial discrimination and to teach principles of equality and understanding.

Multiculturalism and Citizenship Canada invites you to participate actively in its public education campaign centered around March 21, the International Day for the Elimination of Racial Discrimination. By encouraging your students to participate in the 1991 "Together We're Better!" contest, featured in the November/December issue of *TC* magazine and the December issue of *Video Press*, you can help teach that racial discrimination has no place in our society.

We're inviting young people to tell us how they feel about racism with a song, poem, story, picture, video or group activity. 21 prizes will be awarded and a booklet of "winning ideas" will be compiled for use by educators and students.

For more information on how you can get involved and raise awareness about racial discrimination, contact us. Together we're better!



Multiculturalism and
Citizenship Canada

Multiculturalism and
Citizenship Canada

Canada

Please send me information about the "Together We're Better!" contest and the March 21 campaign to eliminate racial discrimination.

Name: _____

School: _____

Street: _____ City: _____

Prov: _____ Postal Code: _____

Send coupon to:
Communications Branch
Multiculturalism and
Citizenship Canada
Ottawa, Ontario K1A 0M5

**Together We're
Better!**

Reducing Prejudice:

The Role of Critical Thinking



Photo Clifton Ruggles

Multi-cultural education, if it is to be effective in reducing prejudice, should have a cognitive component that enables students to respond to relevant reasons and rational considerations. Appreciation of different cultures and knowledge of customs and rituals, although important, are simply not enough to change what are often deeply ingrained patterns of thinking. The pedagogy of critical thinking has an important role to play in prejudice reduction because prejudice is sustained and rationalized by faulty reasoning. Prejudiced thinking involves engaging in faulty assumptions, over-generalizations, stereotyping and just about every category of fallacious thinking.

People tend to become emotionally attached to their prejudices, to hold on

by Olivia Rovinescu

to them even in the face of overwhelming contrary evidence. Prejudiced thought and action serve powerful motives and interests that often defy even the power of logic. Strangely enough, the human mind is quite at peace with itself as it internalizes and creates biases, prejudices and distortions. It spontaneously experiences itself in tune with reality, as directly observing and faithfully recording that reality. Prejudices are very pervasive

fective in totally eradicating prejudice.

The development of higher order cognitive skills however can play a significant role in reducing prejudice. Students can be helped to identify the criteria and assumptions that underlie their beliefs. Prejudice reduction cannot merely entail the presentation of alternative information and experiences, but the development of different modes of thinking - thinking that is sensitive to the criteria used in sup-

tions inherent in the logic of prejudice. It is important for multicultural education to help students understand the extent to which meanings are socially constructed and to understand the manner in which their own particular world view came into being and the manner in which it manifests itself in everyday life. Multicultural education should also help students understand how power as a cultural, economic and political set of practices works to



Photo Clifton Ruggles

Multicultural education should also help students understand how power as a cultural, economic and political set of practices works to define, organize and legitimize notions of "common sense"

define, organize and legitimize notions of "common sense."

Let's examine how a teacher might examine critically a passage from the play "A Raisin in the Sun" by Lorraine Hansberry. In this scene Mr. Lindner, representing a neighborhood committee asks a Black family to reconsider their decision to buy a house in an all-white neighborhood. Notice the use of unexamined assumptions, persuasive and rhetorical devices and conclusions reached from questionable premises.

LINDNER: You see our community is made up of people who've worked hard as the dickens for years to build up that little community. They're not rich and fancy people; just hard-working, honest people who don't really have much but those little homes and a dream of the kind of community they want to raise their children in. Now, I don't say we are perfect and there is a lot wrong in some of the things they want. But you've got to admit that a man, right or wrong, has the right to want to have the neighborhood he lives in a certain way. And at the moment the overwhelming majority of

and usually strongly held. However, the development of our capacity for rational thought can in some circumstances reduce prejudice. But it takes a special intervening process to produce the kind of self reflexivity that enables the mind to effectively and constructively question itself. That intervening process is the process of critical thinking.

Harvey Siegel, author of *Educating Reason*, defines critical thinking as "thinking appropriately moved by reasons," as in contradistinction to thinking that is moved by desires, fears, social rewards and punishments. Or, as Matthew Lipman put it, "self-corrective thinking" is thinking that turns on itself and questions its own thinking. Essentially, it is thinking that is flexible, open-minded, ready to be challenged yet ready to be convinced. Because prejudice is so deeply rooted and because it serves such powerful needs and interests, it would be facile to believe that critical thinking or any deliberate prejudice reduction program can be one hundred percent ef-

port of judgements; thinking that uses and demands evidence in support of reasons; thinking that demands clarification, that is sensitive to consequences and implications; thinking that has a concern for consistency, that makes assumptions explicit; thinking that can distinguish relevant from irrelevant considerations; thinking that is sensitive to content and avoids over-generalizations; thinking that is capable of empathizing with and reasoning within points of view other than one's own. It is self-reflexive thinking that is capable of zeroing in on the personal, social and cultural factors that influence and perhaps even distort one's thinking.

Another aspect of an education which focuses on critical thinking is learning to decode the metaphors that govern our thoughts and hence define our reality. We draw inferences on the basis of how we structure our experience, consciously or unconsciously, by means of these metaphors. Thus a critical multicultural education interrogates the language, ideas and rela-

our people out there feel that people get along better, take more of a common interest in the life of the community, when they share a common background. I want you to believe me when I tell you that race prejudice simply doesn't enter into it. It is a matter of the people of Clybourne Park believing, rightly or wrongly, as I say, that for the happiness of all concerned that our Negro families are happier when they live in their own communities.

In making the claim that "people get along better when they share a common background," Lindner is making an unwarranted assumptions about the nature of the human being and the manner in which we interact with one another. What does Lindner mean by getting along better? Better in what way? And what exactly is a common background? Does it mean having the same religion, being of the same race, same socio-economic background?

Assumptions are beliefs we take for granted, that we accept as true without proof. Generally, assumptions emerge out of particular world views. We make assumptions when we take for granted that others believe the same things about the world that we do. Assumptions lie beneath an argument like the "basement of a structure"

It is self-reflexive thinking that is capable of zeroing in on the personal, social and cultural factors that influence and perhaps even distort one's thinking

(Missimer) and must be brought forth in order to assess from what point of view an issue is being looked at and what that particular perspective believes is true about the world.

Lindner infers that the people of his community, by virtue of their "honesty" and "hard work" deserve the "right" to restrict who can and cannot move into the neighborhood. The

implication is that "rich and fancy" people can somehow afford to be more tolerant than can the ordinary folk who work hard for a living. People who work "hard as the dickens" are deserving people. Implied in all this is that Blacks are not as hard working and ultimately not as deserving. Implicit in this distinction also is that they are "different" and should keep to themselves in their own communities - "for the happiness of all concerned". Mr. Lindner's argument can also be seen as an appeal to popular sentiments and to tradition. The feelings, attitudes or customs of a group of people are appealed to in order for the argument to win acceptance. The argument has little to do with the issue at hand but rather with what's been done before, with the tradition that has been established.

Mr. Lindner makes use of diminutive adjectives like "little" (little community, little homes) to elicit sympathy. This can be seen as an irrelevant appeal to pity, where one tries to bring about acceptance of some point

knows", "surely no one would deny", "let's face it" also make assertions that are not backed up by valid arguments.

On two occasions Lindner uses the expression "right or wrong" or "rightly or wrongly" in the middle of an argument. The use of this expression seems to indicate that as far as Mr. Lindner is concerned, the matter is not open to further discussion. This rhetorical device raises the possibility of a dissenting point of view but dismisses it without serious consideration. It merely pays it "lip service". Lindner also makes vague appeals to one's constitutional rights. He argues that one should have a "right to want to have the neighborhood he lives in a certain kind of way." Lindner uses the word "right" without much understanding. As far as he's concerned, wanting something is equivalent to having a right to having it. Does it mean that just because the majority of people in his community unanimously want something that they have a "right" to having it? There is no basis upon which to distinguish the differ-



Photo Clifton Ruggles

of view or desired outcome by arousing pity from the listener.

Lindner uses the expressions "you've got to admit" and "I want you to believe me when I tell you." In saying this he is claiming that this is the only reasonable or realistic way of looking at the situation. This is an example of a persuasive device which persuades without giving any justification. Expressions like "everyone

ence between a "right" and a mere "want" or "desire". A conceptual analysis on the term "right" is necessary, otherwise the term remains confusing.

To clarify a concept is to make it easier to understand and to free it from confusion and ambiguity. Vagueness of thought and of language is a major obstacle to thinking critically. John Wilson, author of *Conceptual*

Analysis, compares doing conceptual analysis to a "tangled ball of string which has to be carefully unwound or of a great pile of different objects which have to be sorted, or of a large area of the country which we have to map." Expanding our conceptual framework involves working through the framework of interpretations of the world we have uncritically amassed both logically and psychologically. We often confuse the meaning of words with

virtue of being human? Under what circumstances can a person's rights be denied?

- Under what circumstances can some people's rights cancel out other people's rights?
- Do we have a right to form our own opinions? Does it matter what these opinions are about?
- Do we have a right to decide for ourselves what our rights are?
- Should the rights of children and adults be the same?

What criteria should be used in deciding who has what rights?

- How far should our rights extend? How do we solve a conflict between competing rights?

One may be tempted to think that the reasoning displayed by Mr. Lindner in "A Raisin in the Sun" is an extreme example used by the playwright to attain a particular literary effect. Let's look at a recent statement issued by the National Association of Scholars (N.A.S.) which boasts the motto "for reasoned scholarship in a free society." In this statement, which incidentally appeared in the New York Review of Books,

the association disputes arguments in favour of introducing issues of race, gender, and class into existing courses. One of the many choice passages states as follows: "The idea that students will be discouraged by not encountering more works by members of their own race, sex or ethnic group, even if it were substantiated, would not justify adding inferior works." In referring to them as inferior works, the N.A.S. is guilty of "begging the question" and making unwarranted assumptions about the quality of the works in question. Why is it taken for granted that works by members of these groups would necessarily be inferior? In addition, the writer does not address questions of criteria in the making of aesthetic judgements. Inferior to what? Determined by whom? Using what criteria?

Elsewhere in the same document,

the N.A.S. asserts that "multicultural education should not take place at the expense of studies that transcend cultural differences: the truths of mathematics, the sciences, history and so on, are not different for people of different races, sexes or cultures....", and elsewhere that "objectivity is in general not enhanced but subverted by the idea that people of different sexes, races and ethnic backgrounds necessarily see things differently." The writers of this document show evidence of socio-centricity and ethnocentricity, believing that their version of the truth is the only valid one. This totally ignores the perspective, well articulated in respectable academic circles, that history and even the sciences can be viewed as being a socially constructed phenomena and that knowledge itself is a social construct. It is ironic indeed that an organization that boasts "reasoned scholarship" should find itself guilty of making such unreasoned statements riddled with unwarranted assumptions, that jump to conclusions and that are intellectually dishonest. Even their pretentious name - the National Association of Scholars, suggests that they represent all scholars in America when in fact they represent a small conservative element. These are just examples of some of the critical questions that could be posed. There are others that a thorough analysis would reveal.

A critical multicultural education helps students learn how to look for the motives, the reasons and the causes that govern a given situation. It is thinking premised on Socrates' view that the "unexamined life is not worth living." It is driven by a commitment to a consistent and fair use of logical principles, a drive for integrity in thought. It requires intellectual fairmindedness, intellectual humility, intellectual courage, and a faith in the power of reason. Essentially it is an intervening process that has the ability to alter the cognitive structures. It is premised on the belief that prejudice is rationally indefensible.

OLIVIA ROVINESCU is Director of Lacolle Centre for Educational Innovation at Concordia University and teaches part time at Collège Marie Victorin. She has co-authored three books and is currently co-authoring another entitled "Dialogues on Values and Critical Thinking."



Photo Clifford Ruggles

the cultural associations they have picked up. Language is fundamental to thought and affects the way we conceptualize the world. Language we use can limit the thoughts we think and the thoughts we think can in turn limit the language we use. In the words of Samuel Stein "words are akin to empty vessels into which we pour meaning." Conceptual analysis helps uncover the meaning imbedded in language which is pregnant with prior means and associations. To understand the meaning of the word "right" for example, one might consider the following questions:

- Where do rights come from? On what basis can we justify that something is a basic human right?
- Do all human beings have rights? Do all human beings have the same rights? Do we have to earn these rights or do we just get them by

ANNEX C

LITERACY PROJECTS

CELEBRATIONS MONTREAL 1642-1992

PROJECT PROPOSAL

-
- 1) PROJECT TITLE: Participatory Education in the 21st Century: Dimensions of Literacy in a Multicultural Society
 - 2) LOCATION OF EVENT: Concordia University
 - 3) DATES OF EVENT: Oct. 9, 10, 11, 1992
 - 4) TOTAL COST OF PROJECT: \$52,600
 - 5) TARGET AUDIENCES: Educators, Learners, Trainers in business, health care educators, community workers, professional and para-professionals in social service agencies, literacy training groups.
 - 6) ACTIVITIES: No charge
 - 7) NAME OF PARTICIPATING ORGANIZATION: Concordia University
ADDRESS: 7141 Sherbrooke Street West
Montreal, Quebec H4B 1R6
TELEPHONE: 848-2015 or 848-4955 FAX: 848-3492
ORGANIZER: Riva Heft or Olivia Rovinescu
CONCORDIA UNIVERSITY COORDINATOR: Dr. Jack Lightstone, Associate Vice-Rector,
Academic Research - 848-4802
 - 8) BRIEF DESCRIPTION OF PROJECT: This proposal describes a two-year Concordia Literacy initiative which will culminate in a two and one-half day educational conference. Literacy as defined here refers to the ability to read, to evaluate and to manage information, the ability to think critically, communicate effectively, and use an expanded understanding of the world and one's relationship in it.

The conference is proposed to coincide with the themes of the projects planned by the city of Montreal and the events scheduled for the celebrations of the 350th anniversary of the founding of the city and to continue the dialogue initiated in 1990, the International Year of Literacy. This event will take place in the fall of 1992 and will be the culmination of a series of educational activities which will take place over the next two years. (See Annex I).

9) REQUESTS OF THE 1992 CORPORATION:

x Promotional support

x Financial support: \$48,600

PROJECT PRESENTATION

10) BRIEF DESCRIPTION OF PROJECT OBJECTIVES AND EXPECTED RESULTS: In response to the need for dialogue on literacy, we propose to mount an educational Conference that will attempt to examine ways of addressing the many dimensions of Literacy, such as Basic/Functional Literacy, Media Literacy, Multicultural Literacy, Literacy in the Native Communities and Critical Literacy. Dialogue about literacy will be enriched through the perspectives of scholars, practitioners and learners working within a variety of academic disciplines and from many perspectives. This will lead to a more multi-dimensional understanding of the concept of literacy. Presentations will focus on both the theoretical and practical applications in the enhancement of literacy in the areas outlined. This will include presentations on curriculum development, instructional methods, teaching and learning strategies. (See Annex I).

11) SUMMARY OF SCRIPT: A two and one-half day, bilingual conference addressing issues on the theme of literacy is proposed. This conference would be held in Montreal in the Spring of 1992 and would coincide with other activities planned for the 350th anniversary celebrations of the founding of Montreal. Invited speakers would be drawn from the international community of education. It is not the purpose of this project to be self-financing. This conference is an investment in education and the merits transcend having a balanced budget.

The conference will be structured around several topic areas, each to be organized around panel discussions, workshops or other interactive activities. Some of the topics include: Basic/Functional Literacy; Second Language Literacy; Cultural Literacy; Scientific Literacy; Media Literacy; Multicultural Literacy; Literacy in the Native Communities; Literacy and Learning Disabilities; Critical Literacy; Moral, Social and Political Literacy (Annex II).

Concurrent sessions will run over two days. A keynote speaker will open the conference in the evening prior to the formal session. The conference will be closed by a panel of representatives from some of the topic areas following a plenary session.

Audience Expected Audience: 200

The target groups for this conference are as listed below:

- Academia
- Trainers in business and industry
- Health care educators
- Teachers
- Learners
- Community workers
- Professionals and paraprofessionals in social service agencies
- Literary training groups

12) SUMMARY OF PLANNING SCHEDULE:

Phase I: Planning, preparation and initiating activities -- a) Development of topics for conference, b) contact individual and groups internal and external to the University relevant to activities related to the Literacy initiatives; c) contact grassroots groups, community-based organizations, Native People's groups and other Canadian universities; d) contact potential speakers, participant groups; e) sponsor educational seminars, invite scholars; f) coordinate conference planning and preparation: call for participation, establish committee to evaluate papers, contact potential speakers, investigate conference venue and facilities, contact Public Relations to develop advertising/publicity strategy, generate mailing list for conference participants.

Phase II: The Conference -- a) Coordinate the Conference activities including facilities, speakers, participants, workshops, support services and materials, registration etc.

Phase III: Post Conference -- a) Collect, print and disseminate Conference Proceedings; b) collect, print and disseminate reports on literacy initiatives at Concordia over the two years; on the relatedness of Concordia's Literacy Initiatives to other similar projects carried out during the two years; f) investigate the prospects for a policy on on-going literacy initiatives at Concordia including associations with agencies external to the University such as prisons, Native People's, etc. (See Annex I).

13) SUMMARY OF YOUR PRESENTATION: To coordinate, implement and oversee pre-conference, conference and post-conference activities, as described in #12 above. (See Annex I).

14) SUMMARY OF THE PRESENTATION OF PARTICIPATING COLLEAGUES OR CONTRIBUTORS: Speakers' arrangements and confirmations are yet to be made. Topics are:

- a) Basic Literacy Life Skills
- b) Functional Literacy
- c) Scientific Literacy
- d) Critical Literacy
- e) Media Literacy
- f) Multicultural Literacy
- g) Literacy in Native Communities

(See Annex II).

Sandwiches • Wine • Display Booths • Information • Old Friends • Colleagues • Learners
Teachers • Controversy • Questions • Answers? • Networking • Advocacy • Sharing

An invitation for Thursday, October 25th, 1990, sponsored by Canada Post Corporation



Let's Talk: Literacy Learners Meet Policy Makers

**A Panel Moderated by
Jon Kalina, host of C.B.C "Daybreak"**

How do you motivate people to want to learn to read and write?
How do adult literacy students access an appropriate service?
What facilitates learning for these students and what hinders them?
How is a long-term commitment to literacy understood by government, by
business?
How do the two levels of government cooperate on this issue?
How can we prevent literacy problems in future generations?

Partners in Literacy*, with generous support from Canada Post, has brought together a panel of representatives from learners' groups, from government, and from the business community to provide their perspectives on these questions and to answer questions that you present to them. Panelists include:

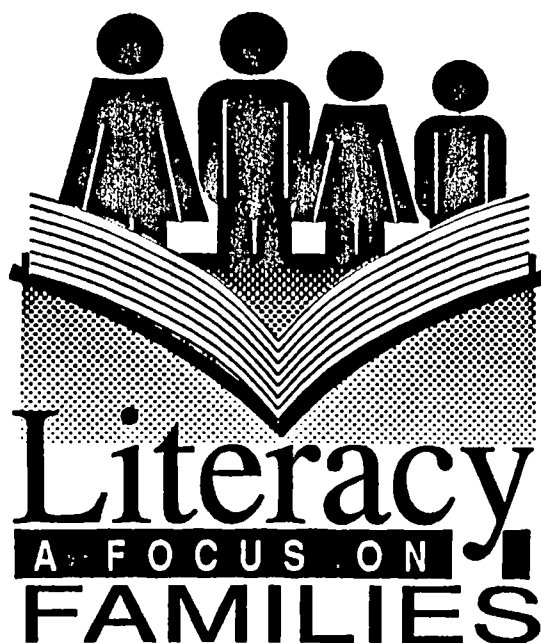
Dick Nolan, Director, The National Literacy Secretariat, Secretary of State, Canada
Lino Mastrianni, Ministère de l'Éducation, Québec, Adult Services, Literacy
A representative from the business community
Elaine King, Elsie Morell, Desirée Chaker, and other learners & former learners

Date: Thursday, October 25, 1990
Time: 6:00 p.m. - 9:00 p.m. [6:00 -7:00 Light supper/displays; 7:00 Panel]
Place: Dawson College
3040 Sherbrooke Street West, Room 5B-15
(corner of Atwater and Sherbrooke, accessible by 24 Bus or Atwater Metro)
Cost: \$3.00 (Literacy learners no charge)
R.S.V.P. Jean Randle, 489-5301 by Friday, October 19th, 1990

*Partners in Literacy is an informal network of English-language groups and organizations involved in teaching and support for literacy practice in Quebec. Participating groups include Concordia University, QAAL-Dawson College Centre for Literacy, Fraser-Hickson Library, Laubach Literacy Canada, McGill University, Montreal Catholic School Commission, Protestant School Board of Greater Montreal, Quebec Association for Adult Learning, Quebec Federation of Home and School Associations, Quebec Literacy Working Group, RECLAIM (Reading Council for Literacy Advance in Montreal), Vanier College.

* This symbol is an official mark of Canada Post Corporation

**Literacy Partners are
proud to present our
first official event.**



Date:

Thursday, April 25th 1991,

Time:

6 p.m. to 9 p.m.

Place:

**Amphitheatre
High School of Montreal
3449 University St., Montreal**

Panelists:

- Marion Fear, Educator,
Parents-as-Partners-as-Learners
Coordinator, Eastern Townships School
Board
- Marion Daigle, Chair, Education
Committee, Canadian Home and
School Parent-Teacher Federation
- Dee Goforth, Literacy Practitioner, past
chair of Family Literacy Group, Ontario
Literacy Coalition

**The parent is the first and most
important teacher.
However we all have a role to play.**

- How can we create a literate
environment for our children and
youth?

- Where does literacy start?

- What do I read to my child?

- What if I can't read?

- What is the role of the home, the
school, the community and the
workplace in promoting literacy
for children and youth?

- What activities and programmes
are available for parents to help
their children achieve literacy?

Date: Thursday, April 25th

1991

**Place: Amphitheatre,
The High School of
Montreal,
3449 University St.
Montreal**

**Light Refreshments and Displays:
.....6.00 p.m. — 7.00 p.m.**

**Official Launch of Literacy Partners:
.....7.00 p.m.**

**Presentations by panelists:
.....7.15 p.m. — 8.15 p.m.**

**Question Period
.....8.15 p.m. — 9.00 p.m.**

**R.S.V.P.: 848-2036
by Monday April 22nd 1991**

**Displays by: Pigtail Books,
The Gazette, RECLAIM, The Centre
for Literacy and other coalition
members**

**Coalition members to date: Concordia University •
Fraser-Hickson Institute • McGill University • Vanier
College • RECLAIM • Quebec Association for Adult
Learning (QAAL) • Dawson College • Quebec Literacy
Working Group • Eastern Townships School Board •
Alliance Quebec • Châteauguay Valley Regional School
Board • The Centre for Literacy • The Gazette • South
Shore Protestant Regional School Board • Protestant
School Board of Greater Montreal • Montreal Catholic
School Commission • Lacolle Centre for Educational
Innovation • Canadian Home and School Parent-
Teacher Federation • The Black Community Council of
Quebec • The Canadian Human Rights Foundation •
Laubach Quebec • PALS • Quebec Reading Association
• Provincial Association of Protestant Teachers**

DRAFT

TITLE: Workshops for Co-ordination and information sharing among coalition partners.

DURATION: June 1, 1991 - Dec, 31, 1991.

NEED: a) Coalition members are isolated, widely distributed across Quebec; therefore, few opportunities exist for exchange, collaboration, support.
b) At a coalition meeting Nov. 21, 1990, the following two group needs were cited: information on how to sustain a collaborative network and information on how to effectively evaluate literacy programs.

OBJECTIVE:

Our intent is to hold two half-day workshops for coalition partners, each of which will address one of the above topics. (By limiting the time to half a day, it reduces the costs as most individuals can travel from and return home within the day). These workshops will be held outside of Montreal to make it easier for those in more isolated communities to participate.

DESCRIPTION:

First meeting (to be held in June 1991).

This meeting will focus on building and sustaining a productive literacy coalition. It will be held at the Bedford Regional School Board on an afternoon in June convenient for the speaker and participants. Elisse Zack, the Project Coordinator for the Ontario Literacy Coalition, will present her research on the building of literacy coalitions across Canada. Participants will then have the opportunity to question Ms. Zack and discuss how Literacy Partners of Quebec can best apply the research findings to the Quebec context.

Coalition members (45-50) will give their time which could be up to one day depending on travel. Funding will be required for travel costs (\$.25/km) for car pools, for mailing out announcements, for the consultant's fee and travel/meal costs from Toronto, as well as the preparation and mailing of a summary report.

As this is basically not a public forum, publicity will be limited to a press release in the local community and notices in the school board office making employees aware that the meeting is taking place. We will attempt to meet with school board employees informally and make them aware of the goals of the coalition.

The short-term success of the activity will be assessed in the following manner:

a) actual attendance at the event - Since it responds to a stated need, we would expect a high turnout.
b) questionnaire - A form collecting participants' feedback will be distributed at the end of the event. The results will be collated and distributed to participants along with the summary report.

One outcome will be a better informed coalition, more aware of the potential difficulties and problems that one faces in maintaining a coalition over a large geographical area. A second outcome will be the creation of concrete mechanisms for maintaining the supportive nature of the network, ones we will know have worked in other settings.

Second meeting (to be held in October 1991)

This meeting will focus on ways of effectively using formative evaluation techniques to assess and improve literacy programs. It will be held in Chateauguay (if possible at the library, if not at the school) on an afternoon in October convenient for the speaker and participants. Cynthia Weston, Educational Psychology, McGill University, or a colleague from the same institution, will present formative evaluation techniques which can be used to improve literacy programs. Participants will have the opportunity to question Dr. Weston and work in small groups on exercises to apply the information presented.

Again, coalition members (45-50) will give their time which could be up to one day depending on travel. Funding will be required for travel costs (\$0.25/km) for car pools, for mailing out announcements, for the consultant's fee and travel/meal costs from Montreal, as well as the preparation and mailing of a summary report and follow-up questionnaire.

Again, this is not a public event, so publicity will be limited to a press release in the local community and notices in the library (or school). However, as the information could be of value to the librarian, the school principal and resource teachers/consultants, we will invite them to participate if they wish. (We need to ensure that numbers are kept low enough that the event can actually be a workshop). We will attempt to meet with school board employees informally and make them aware of the goals of the coalition.

The short-term success of the activity will be assessed in the following manner:

- a) actual attendance at the event - Since it responds to a stated need, we would expect a high turnout.
- b) questionnaire - A form collecting participants' feedback will be distributed at the end of the event. The results will be collated and distributed to participants along with the summary report.

The long-term success of the workshop will be assessed by a follow-up questionnaire four months after the event. At that time, respondents will be asked to provide data on the ways in which they have applied the ideas and techniques presented.

Workshop participants will be able to apply the ideas and techniques in their own settings in order to collect data and use it to improve their programs. The results will be programs that better respond to the needs of learners and tutors/instructors.

DRAFT

TITLE: Team Building and Long-Range Planning Workshop

DURATION: Two days

NEED FOR ACTIVITY:

- Coalition would have been in operation for one year. Time to share responsibility.
- Need to evaluate performance, function, delivery of service
- Need to build solidarity among group members and involvement
- Need to have active participation from all members in planning and executing projects
- Need to plan for future
- Need to ensure diverse group needs are met and perceived to be responded to

OBJECTIVES:

- All members should be part of a working committee working on a different aspect of the group's activities
- Members should define the activity relevant to the group's goals on which they will be working
- Members should feel satisfaction, commitment and ownership of the coalition due to active participation in evaluating and planning the group's activities.

DESCRIPTION:

-A two day residential event near the end of February animated by a professional resource person skilled at achieving the desired results in this limited amount of time (Raye Kass Department of Applied Social Sciences, Concordia University)

- 1st 1/2 day -Review of years activities
- 2nd 1/2 day -Evaluation, - Assessment of Unmet Needs
- Evening -Informal Exchange
- 3rd 1/2 day -Prioritizing and brainstorming ways of meeting these needs
- 4th 1/2 day -Limiting the ideas to the feasible, commitment by members to each project. Start work.

PLAN OF ACTION

- | | |
|-----------|--|
| August | 1 Meeting.
Orient resource person : Availability |
| September | 2 Find and reserve locale. Other logistical plans -
transportation etc. |
| November | 3 Invite members of coalition |
| January | 4 Meeting volunteer animators & resource people |
| February | 5 Hold event |

DRAFT

GENERAL OBJECTIVE: OUTREACH AND INFORMATION SHARING

PROJECT TITLE: The Rural Reality of Literacy in English-Speaking Communities in Quebec

NEEDS: English-language literacy groups and practitioners, particularly in regions outside Montreal, feel isolated and cut off from information and exchange. They are geographically scattered and have special difficulty reaching learners initially and retaining those they have already reached. Teachers have few opportunities for professional development and sharing practices with colleagues. In the general community there is little understanding of the ways in which literacy connects to social and economic realities, i.e. the role played by family in children's literacy and the link between levels of literacy and new job training/retraining.

OBJECTIVES: To sponsor one public event in 1991-92 in each of six Quebec regions--Montreal, The Townships, Quebec City, Western Quebec, The Gaspé, and Montérégie.
To raise levels of awareness about the social and economic dimensions of literacy.
To encourage the planning of events that will link local schools, social institutions (CLSCs), community groups, employers, unions, and politicians to come to some common understanding of the role of literacy in all their endeavours.
To provide guidelines to help regional literacy groups develop local networks to work with the larger provincial coalition.

Plan of operation/timetable:

The coalition should prepare a set of guidelines in March 1991.
Send out letter to regional groups inviting them to do a local needs assessment in relation to the project objectives and to identify the possible focus for two public events next year (fall and spring) to be funded by the coalition at a budget of \$3000./event with in-kind support from local organizations (volunteers, space, mailing, etc.).
To be submitted to the coalition by May 31, 1991.

June 1991. Regional committees should be in place to begin planning.
Preliminary plans for the fall event should be made by June 30.

August 1991. Intensive planning begins.

September 1991. Promotion of the event--local media, calling, mailing, organizing transportation, etc.

TELEVISION PSA

NEED: -Difficulty of communications with prospective students who cannot read.
-Due to language proscriptions, a medium is needed that can reach large numbers of people who use the English language
-Clientele is timid, fearful; need for repeated messages before they feel prepared to respond

OBJECTIVE: To air PSAs on English radio and TV that promote literacy issues and the established 800 number.

DESCRIPTION:

The OVEP Concerted Project, which was completed in the spring of 1991, has, with the help of Project Literacy U.S., (PLUS), developed three television PSAs. The film footage was donated by PLUS, and then adapted somewhat. A new still (graphic) and voice-over promoting the 800 number, were also added to the PSAs. Since the research and development phase has been largely completed, Literacy Partners would like to utilize the three PSAs and buy television` time to air them. We would also like to develop one new PSA from the available footage.

OUTLINE/TIMETABLE:

- A) Review the available PLUS footage.
- B) Pick out a new and appropriate PSA
- C) Meet with CBC sales department to establish PSA on air costs and schedule.
- D) Adapt the new PSA where necessary. Work with the production department of CBC to create the still (graphic) and voice-over to promote the 800 number. (If feasible, use the existing still and voice-over.)
- A-D Would be done in August 1991.
- E) Implementation: The PSAs will be shown throughout the month of September 1991. We have planned this campaign in conjunction with the OVEP groups, who hope to have the PSAs shown in January 1992. Both months are literacy programme registration months, and therefore, appropriate times for public awareness campaigns.
- F) An In-Kind contribution of time will be given by Ricki Goldstein of RECLAIM, who has already worked on the project, in order to implement the PSAs. A paid project co-ordinator will ensure that schedules are met, and that schedules are sent to member groups.

ANNEX D

ANN SCOFIELD: TRANSFORMATIVE THEATRE



May 19, 1991

On March 8th and 9th, 1991, five original works-in-progress, created and performed by participants of Transformative Theatre, were presented at the new Strathearn Cultural Centre, 3680 Jeanne-Mance, sponsored by Playwrights' Workshop Montreal. The event was attended by approximately 250 people.

It was the first time that work developed through the Transformative Theatre process has been presented publicly in Montreal. The performers, Jane Gow, Jennifer Clark, Liliana Kleiner, Louise Dubreuil and Roxanne Classen, have each participated in the workshop for one or more sessions. The performance event at Strathearn was based on the model of the "Salons", a feature of the workshop which provides, at the end of each workshop session, an opportunity for participants of several workshop groups to come together to share their developing ideas and projects. The event at Strathearn presented the opportunity for these women to share the results of their research with a broader audience. As in the Salons, audience members were invited to make written response to each piece presented and to attend a discussion at the end of each evening.

Audience reaction to the event was extremely positive. What audience members found most exciting was the authenticity of the work presented and the diverse, and highly imaginative, approaches taken by the performer/authors in developing their material. The pieces incorporated the use of original texts, movement, sound, masks and visual elements.

That so many people attended was quite remarkable. Playwrights' Workshop Montreal informed me that they have not had such a large audience in the last three years. Audience members included people from diverse backgrounds, including many professionals in education, psychology and the arts. A majority of those attending are not regular "theatre-goers" but were present largely because of the unique value of Transformative Theatre and the qualities of the specific works presented.

The success of the event leads us to consider the possibility of doing more presentations like this in the future, and Playwrights' Workshop Montreal has already indicated their interest in continuing to facilitate public exposure to the work of Transformative Theatre.

Ann Scofield, Director
Transformative Theatre
Montreal, 1991

PLAYWRIGHTS' WORKSHOP MONTREAL PRESENTS

Notes About the Process

Ann Scofield, Director, Transformative Theatre

The pieces-in-process being presented have been developed in a workshop called Transformative Theatre, which invites women to give creative expression to themes, images and issues which are important to them and which may not find opportunities to be communicated in their everyday lives.

Through the workshop process, participants evolve their own expressive language, incorporating elements of their choosing -- improvisation, personal writings, movement, visual elements, etc. We are not concerned with imposing structures from without but are seeking indigenous forms which emerge from and through each individual. The pieces that come out of this process tend to be interdisciplinary, evocative and non-linear in their conception and presentation.

At the end of the workshop session, women who have been working in different groups come together to share their ideas and experiments in a series of informal "Salons." This presentation at Strathearn Centre marks the first time developing pieces have been presented publicly in Montreal.

WOMEN'S PERFORMANCE IN PIECES

AN EVENING OF

TRANSFORMATIVE THEATRE

MARCH 8th & 9th, 1991

Strathearn Centre, Montreal

PROGRAM

Project Director: Ann Scofield
Stage Manager: Jill Thompson

Virgin Territory - Jane Gow

The struggle for freedom exists on many levels. Virgin Territory is about this struggle as I experience it in my own body. It's about thwarted passion and lost instinct and my efforts to win these things back. It explores a conflict that I feel between wanting to reveal myself, and holding on to fear and self denial. This piece represents my ongoing attempt to regain access to my own personal reality. To me, the right to experience and express one's own reality is an essential element of freedom.

?????

Biology Lesson - Jennifer Clark

"It is only shallow people who do not judge by appearances."
- Oscar Wilde

The painting used in this piece is by Raimon Ajmo.

?????

Psyche and Lilith - Lilliana Kleiner

Lilith, the first woman of earth, free as the animals and proud as the moon, refused to obey Adam or his God, escaped from paradise into the wilderness of the Red Sea. Punished by God, she remains in darkness and copulates with demons.
Lilith - Jewish myth

Psyche, the golden maid, whose poetic beauty even Venus envied, found her paradise when she married Amor in the darkness, but was forbidden to know her lover's face. Why did she listen to her envious sisters and try to kill her Love?
Psyche and Amor - Greek myth

Out of the darkness, Lilith and Psyche meet, two women, one face, one love.

Mother's Passion - Roxanne Classen

I've come here looking for a message, on the walls, in the faces, some sort of explanation or indication -- the next phase. Have I arrived?

The painting used in this piece is by Elaine Classen. The stretcher for the painting was built by Pierre Montplasier.

?????

Forces of Power - Louise Dubreuil

In search of the powers within us, the powers to choose, powers to challenge and change the powers-over us, powers that control us.

Music by: Laurie Anderson
Alanis Obomsawin

There will be a pause of several minutes between pieces. Cards and pencils have been provided so audience members can share their responses, thoughts and feelings with the individual performers. These cards will be collected at the end of the pause and given to the presenter. Please put the name of the performer you're addressing at the top of the card.

After the final piece there will be a refreshment break in the lobby, followed by a discussion in the theatre.

Transformative Theatre wishes to thank: Playwrights' Workshop Montreal, for its support and dramaturgical assistance in the development of this work; Lacolle Centre for Educational Innovation; Strathearn Centre; Lou Nelson; Anne Diamond; Susan Poteet; Ruth Schwartz; Diane Lewis; and all the women of the workshops who have contributed to the growth of these pieces.

TRANSFORMATIVE THEATER
Creativity Workshop Series



MYTH WORKSHOP
A Summer Retreat
August 10-16, 1991, Lacolle, Quebec

This summer I will offer a Transformative Theatre workshop which will follow mythical themes as a basis for individual and group exploration. I have decided to initiate this workshop because I believe that mythical sources can inform our work in important ways at this point in the process. I have witnessed many women's work touch the place where the energies of the personal and the archetypal come together in a powerful way, and I wish to provide an opportunity for workshop participants to explore more fully, and perhaps more consciously, these resonant points of connection. Working with mythical material can be like a compass, a map, providing the necessary points of reference as we go along our path; it can give us a new view, a new sense of the distance between things, insight into the context, the container; it can empower us to try things we might not otherwise undertake to try.

The retreat will be at the Lacolle Centre in Lacolle, Quebec from August 10 to August 16. The workshop will involve embodied research of themes introduced by participants and will emphasize ensemble exploration of emerging images. There will be several preparatory meetings in Montreal prior to the retreat at which we will share resources, discuss developing ideas and determine what our projects will be. Each participant will define an area of particular interest to her, such as a specific myth, legend or folktale, a mythical character, or a recurring motif represented in many different cultures. These ideas/images will provide the starting place for our work in the country.

The Myth Workshop is for women who have taken Transformative Theatre. The group is limited to 8. The fee is \$275, and registration deadline is June 15. For more information please call Ann Scofield at (514) 499-0783.

DAILY CULTURE EDITION

Transforming woman's theatre

by Michael Holmes

Yesterday morning in a restaurant on the corner of St-Denis and Mont Royal, I breakfasted on coffee, toast, and visionary discourse. My companion was the theatre director Ann Scofield, presently in Montréal to animate the autumn session of her "Creative Workshops for Women."

This is the second time Scofield's *Transformative Theatre* explorations have been sponsored by the Lacolle Centre for Educational Innovation at Concordia.

Well-received by participants last year, the program bills itself as "a dynamic process through which women's essential realities find universal expression through the transforming medium of theatre."

My initial response to this stated intent was to question Scofield's concept of transformation. Pointing to the dual sense contained within the name *Transformative Theatre*, Scofield focused on the significance of the form, the theatre, as itself being subject to transformation.

In her twelve years exploring the collective creativity of women, Scofield has witnessed numerous examples of the wide variety of possibilities contained within the medium of theatre.

For her, it is this transformative "magic" which creates an environment uniquely conducive to change in the psyches of those who create within its spaces. This power is not restricted to those who are directly involved in the performing process, but expands to include audiences as well.

Scofield constructs her workshops around a realization of the debilitating separation of art and life which characterizes Western industrialized society. By looking not only into history but also around us, at non-industrialized cultures, Scofield believes we may better facilitate our own rejection of the current elitism which surrounds the arts.

Popular art to personal art

Her own work during the summer of 1987 with local popular theatre groups in Nicaragua, has lead Scofield to an awareness of the positive social energy that is generated when "art resides within the context of a community, and the life of a community."

The women who participate in Scofield's workshops possess a dual need. Before they can freely express what they "feel, believe and think" these women must "recognize and identify" the need to express themselves.

Scofield's program allows women to do this by "giving form" to the need and the desire, by relying on the mediation of an artistic medium dedicated to the enhancement of communication.

The term which Scofield uses to describe the awareness of form and function is "remembrance," a word which is vital to all her work. The "fear of expression" which characterizes the lives of many people in modern society is countered by the transformative theatre of re-



PHOTO BY ELEANOR LEE

membrance.

A fundamental result of Scofield's explorations in theatre is the conviction that this form is well-suited to channel the energy of imagination into the necessary work of challenging society's status quo.

Again, the local-level manifestations of the revolutionary capabilities of theatre in Nicaragua strengthen Scofield's convictions. In Nicaragua, as in Montréal, a flexibility of structure within the transformative programme allows participants to each bring with them to the sessions those themes and concerns which are most important to themselves.

A major focus of this approach often develops into not only personal challenges, but also an undermining of the patriarchal oppression which limits personal and collective freedom; as, for example, with a man in Nicaragua who came to Scofield to discuss a play his troupe was creating which denied the validity of male machismo.

Binary lies

Much of Scofield's work in transformative theatre is based upon the falsity of the binary system of oppositions which permeates Western culture. She rejects the premise, for example, that female and male are inevitably consigned to a state of otherness.

"We live in a society in which we have forgotten the connection between things," Scofield observes. However, transformative theatre is "about trying to renew the memory of those connections."

The destruction of the closure inher-

ent to binary systems involves, for Scofield, a return to a sympathetic union of healing and art, spirituality and art, politics and art, and social issues and art.

A strong believer in the existence of a "collective consciousness," Scofield's work with women seems to focus upon the multiplicity of the female, a subject which has been much debated amongst feminist theoreticians.

Where Helene Cixous, for example, tends to mythologize all women into a homogeneous mass, and thereby perpetuate patriarchal taxonomies, Scofield is aware of the different powers, voices, and potentials which each woman brings to her workshops.

Within the variety of reason which brings women to one of Scofield's programmes, three emerge that seem to characterize the impulses which guide the participants through the workshops.

Firstly, the need for self-expression is fundamental to the theatre of transformation. Secondly, there is a revitalized awareness of theatre as "play," an awareness of the linguistic affinity between that which one sees on stage and the games children involve themselves in while growing up.

The function of Scofield's focus on improvisation, as a key to remembrance of the "wide-open" potentialities of childhood, is at this level of motivation. Finally, a need to acknowledge and to honour life passages which have been all but forgotten in our rush to the twenty-first century, is behind the images, form, and content which attract women to Scofield's approach.

Whether a woman wishes to experi-

ment individually with the strength of her psyche, or whether she wishes to join others in collective explorations, the improvisational strategy allows for an equal emphasis upon both her voice and her body.

Again in Scofield's approach the importance of harmonizing through a full knowledge of the self begins with a denial of the necessary separation of two structural elements. A materialist conception of language holds that language both registers and shapes the material world.

Scofield's emphasis on the union of speech and body acts, allows one to posit a "symbiotic transformation" whereby the language of the female body, freed of phallogocentric biases, may even be used to re-educate or remember for the speaking voice a way of being now buried beneath multiple layers of cultural oppression.

Validating process

As a recent participant in one of Scofield's workshops pointed out, the emphasis of her programme is one which "validates us as women, validates process versus product," a position which accords well with the director's own theories on the open-endedness of human life and discourse.

The intimacy between participants and the knowledge of personal and "communal *jouissance*," creates a strength which counters the traditional imposed "fear of creativity" which plagues many women.

In a society where a male deity is the ultimate creator, women have a difficult task of re-envisioning themselves as creative entities. Scofield nominates this as the "realization" of women: the awareness and refutation of social censorship and prohibition, a goal which she notes is equally relevant to men.

To authorize the human individual and thereby rewrite the social codes is the envisioned end of Scofield's transformative work. Western obsessions keep women and men defined in one or perhaps two social roles, when there are many more voices and approaches latent within the individual waiting to be explored and renewed.

Our suspicion of such words as "ritual," "storytelling" and "play" points to the obstruction within present discourse of one's natural ability to range freely between the collective and the individual consciousness.

Searching for another "way of speaking" in order to express the new insights which these transformative processes have facilitated, is one of the primary challenge which Scofield has set for herself and those who participate in her "fragile" and "innovative" search for meaning. This is the "empowering of embodying," the doing for the self.

Scofield will be holding her workshop *Transformative Theatre* starting Oct. 9. There will be two groups, meeting eight times each. Enrollment is limited and costs \$220 per participant. For information call 499-0783 or 848-4955.



Women's roles

Ann Scofield wants relief from the small repertory of women's parts in theatre.

Page D3

The Gazette Entre nous

THE GAZETTE, MONTREAL, SUNDAY, SEPTEMBER 16, 1990

D-3

Theatre crusader wants women to write themselves better roles

BILL BROWNSTEIN
THE GAZETTE

A lot of people complain about the roles women are forced to play both on and off-stage, but few do anything to rectify the situation.

Ann Scofield is not one of those people.

Scofield, a Montreal teacher and theatre director, knows full well the anguish of women who are constantly typecast as "whores or hare-brains." As a young actor in New York, she was forever being offered those roles.

Instead of moaning about her lot and that of other actresses, Scofield started the Transformative Theatre company in New York seven years ago. The company moved north to Montreal last year.

"The point is, everyone knows there aren't enough good roles for women and we do get tired of always playing maids, mothers and

MONTREALERS

ingenues," said Scofield, 46.

"But instead of dwelling on that, I figured the best way to change the situation was to create new roles.

"And the best way to create new roles is to create new plays."

While Transformative Theatre may sound like some wingy, Left Coast therapy concept, Scofield describes it as simply a workshop that allows women to explore their creativity through storytelling, movement, writing and improvisation. No performing experience is necessary to participate in the course.

Scofield will oversee two eight-week workshops starting next month. Held in Montreal, they are sponsored by Concordia University's Lacolle Centre for Educational Innovation.

Last year's inaugural workshop drew raves from participants. Sheila Langston, a teacher at the National Theatre School, expressed the sentiments of many who attended: "Ann has created one of those rare sacred places where magic can happen."

"Really, the workshop is little more than traditional play-making," said Scofield, who has also taught in the U.S., U.K. and Latin America. "And it's not only designed for performers. It's for anyone who wants to break out of a rut and is looking for a new way to explore."

"I try to create a permissive, open and exciting environment that differs from everyday reality. People come in with their thoughts and writings and we take off from there."

Scofield does not see the workshop as therapy. "It's about creativity, but it can have its benefits be-

yond — although I'm not a therapist."

One of those benefits is breaking down the notion of a star-system. "We try to offer an alternative to the competitive structure, which promotes the notion that you have to be a star to be creative."

Lest anyone assume that the seminars are a front for some serious male-bashing, Scofield is quick to dispel the idea: "Not at all. It's just women talking about relationships."

In fact, Scofield has conducted men-only workshops in the U.S. as well as mixed groups.

"I find it easier to work with the women's groups. But it's simply a matter of men's and women's creative processes being different."

"Men tend to be linear, while women have a more circular approach."

Scofield, a native of Chicago, began acting as a teen with an English-

language theatre company in Mexico. "My first role was as a maid," she said, wincing.

She continued to act in university in the U.S., but grew weary of the roles she was offered. "Acting was and still is like a love/hate relationship for me."

However, she was far more excited about the prospects of writing and directing for the stage while attending university. "I loved it — although there was little affirmation."

"Women didn't direct in the early '60s, much less create original material."

"In that respect, the situation still hasn't changed much today. But at least now we're aware that we can open up possibilities on our own — and that's a step in the right direction."

For more information about Transformative Theatre, call 499-0783 or 848-4955. □



Ann Scofield Tired of maids



TRANSFORMATIVE THEATRE
Creative Workshop Series for Women

TRANSFORMATIVE THEATRE is a process through which themes, images and issues central in women's experience find universal expression through the transforming medium of theatre. The workshop provides an open, flexible structure for women from many backgrounds and experiences to come together to share ideas and experiments relating to creativity and self-expression. At the centre of workshop activity are individually conceived projects organized around themes and images having particular meaning for the participant. Improvisation, or structured play, is central in the workshop and may involve storytelling, character, movement, mask, ritual, and other forms of embodied expression. Participants may work individually and collectively.

Groups are small (usually limited to 9) and often include women of various ages, cultural backgrounds and professions, providing an opportunity for creative interaction among women who would not normally get to meet. Current sessions in Montreal (fall 1990) include educators, home-makers, performers, administrators, psychotherapists, artists, writers, students, social workers and other professionals, and the age range is 19 to 65.

ANN SCOFIELD is a theatre artist, director and teacher who has facilitated women's theatre and creativity groups since 1979. She is founder of CREATING A PERSONAL THEATRE and TRANSFORMATIVE THEATRE and has offered her creative workshop series in the United States, Latin America, Canada and the United Kingdom. She is currently residing in Montreal.

Information about TRANSFORMATIVE THEATRE can be obtained by contacting Ann Scofield, c/o Lacolle Centre, Concordia University, 7141 Sherbrooke St. West, Montreal, Quebec H4B 1R6, Canada, (514) 848-4955.

Student Evaluations

TRANSFORMATIVE THEATRE

Animated by Ann Scofield

Sponsored by Lacolle Centre for Educational Innovation, Concordia University, Montreal, Winter 1990

Note: CREATING A PERSONAL THEATRE is a 9 week workshop for women working in the arts. Participants included theatre artists, mimes, singers, dancers and performance artists. TRANSFORMATIVE THEATRE is an 8 week creativity workshop for women from all backgrounds. The following evaluations are from both groups.

"Ann has great skill as a facilitator and director. I thank her for caring deeply about who I am and what I do. I would like to work with her again. She has a gift."

"In my life as a performer I have had a few experiences which have stood out as landmarks - this has been one of them. This work validates us as women, validates process vs. product, it validates crazy ideas. It gives us a place to grow, to discover, to experiment. It enables us to share, to learn to help, to participate...this has been tremendously inspirational and gives hope, faith to go ahead. A nurturing safe place to be, a place of permission opening up all sorts of possibilities. Ann has given a strong, warm, guiding hand...."

"I feel nurtured in a deep spot that I know was hungry - and during the session discovered it was starving - near death. Ann and the forum of her workshop helped me find a way to nourish that neglected part of myself. Ann exudes a healing, loving energy that inspires exploration and growth. I'm really grateful...."

"This process is very empowering and strange for me. I am slow in connecting and coming out - I feel that I am just starting to really use this very special opportunity to explore and play - it's healing to find that others feel as I do about things like fears and love. I've found myself wondering what I was doing here but always came back so I guess these past few weeks have shown me why I'm here - it's good for me and I want to be good to me. Thanks."

"Ann allows a unique space by clearly prioritizing women's internal experience over externally defined roles. Her generosity & enthusiasm are important to the process. And being sensitive to the internal process, to the needs of the individuals. Her experience with & love of discovery is tremendously motivating. Also the way she synthesizes among & between women, encouraging sharing & exploration, pushing the boundaries. It has been very special for me to participate in this group. I give myself more permission all the time to express who I am."

"a clear eye to see & respond/warm encouragement/honesty & inspiration/the discipline of weekly meetings - this workshop was a creative lifesaver for me."

"I was able to just be, instead of feeling I had to be bright, "on", perceptive - for me a huge relief and change, largely due to Ann's leadership

— subtle, allowing, never pressuring...in conceiving & running this workshop, Ann has created one of those rare sacred places where magic can happen...."

"I want to thank Ann for providing the forum and the group for their unflinching encouragement and support which convinced me that I am capable of expressing myself in writing. This opens up a new and powerful venue for me which I can keep and benefit from for the rest of my life. I am truly grateful."

"At first I felt a need for more direction. Yet ultimately Ann's "style" in this particular workshop was right for me & gave me and others the courage & freedom to explore...I look forward to doing another workshop & feel it's quite a special space which Ann is quietly up to creating."

"I marveled at the creativity and variety of presentations. Most of all, all this sharing of gifts confirmed what I believe, that all is process, that art is everywhere transparent through our loving presence to life and can be fun! I enjoyed every moment."

"This session has been very meaningful to me...After the second Salon, I knew I had received a taste of something that would change my life - I felt changed, as if I had visited a place completely new to me. At the same time, I felt as if I had come home...I am so grateful to Ann for providing a setting where this kind of discovery is possible. I have never been in a setting like this before and I thank you for this rare, life-nourishing gift."

"I am impressed at what my sisters & myself have created in such a short time."

"The workshop has been fascinating - all the facets of women and their creativity was amazing and mindblowing. There were times when I didn't identify...but there were a lot more moments that were uplifting and provocative - and sheer delight."

"This session was very important for me in the acknowledgement of myself as an artist. I didn't need to create this time around, I just needed to share my thoughts and fears and absorb the work of other artists...It is largely because of Ann and the workshop that I look forward to the next creative period with hope and some confidence...."

"Thank you for the opportunity to be in a safe creative environment. I can't really pinpoint what it is I've learned from the workshop. All I know is that this workshop has coincided with a really significant time in my process - a time for me of living happily & truly touching a creative core. Keep up the good work, we need it!"

TRANSFORMATIVE THEATRE

Winter 1991 Session

Animated by Ann Scofield

Sponsored by Lacolle Centre for Educational Innovation,
Concordia University, Montreal, Quebec

STUDENT EVALUATIONS

"Thank you for reawakening my creativity...Ann's way - with a soft touch is right. Thank you for directing me down the right road. I must continue."

"I've really enjoyed and benefited from this session. Transformative Theatre has become like a lifeline for me."

"I want to go on because the work I've been doing here is helping me work on some very basic problems that I experience in my role as caretaker and codependent, both in my personal and professional life...I am allowing myself to be free, to be 'playful'. Thanks for giving the space and warmth so I can do this."

"I feel that this experience/process is so valuable for me and other women - a safe place to experiment, express, etc. Thanks."

"These workshops have been very helpful for me in many ways, particularly because of the acceptance and trust that develops in the group, helping each and everyone take risks, reach out, feel free."

"This workshop was like a sanctuary in my life. Thank you."

"How to say what the workshops have brought into my life. A chance to explore and create in a different way. Ann's support and guidance was great, listening, seeing & being with us in a way that was just right! She has a special instinct that picks up these little treasures we all have inside and don't always dare to expose. Keep on doing this, it's important to society!"

"I've learned so much from Ann and this work. About life, about me. Thanks!"

"This session has been so different from the fall - I feel like I've made steady progress, and working with movement has been like a gift, a way back to pure pleasure. Perseverance pays off."

"This session has added so much to my life. I would like to continue."

ANNEX E

THE NOMAD SCIENTISTS

Congratulations to our environmental award winners!

The Gazette would like to thank all the participants who submitted a description of their project for award consideration, as part of the "50 PLUS and the Environment" conference, co-sponsored by *The Gazette* and the Allied Jewish Community Services' Council on Aging

In random order, the three recipients of *The Gazette's* environmental awards are:

- ☐ **ECOCARE** - a group of citizens from Montreal who formed their own recycling depot. With over 500 residents active in the program, Ecocare now recycles an average of 1.75 tons of various material a week.
- ☐ **CONSERVATION BAIE MISSISQUOI** - whose original 100 members prevented the dredging of Pike River for commercial development. The group now has over 800 area residents involved in a recycling program, tree planting along the shoreline, and other environmental initiatives.
- ☐ **THE ENVIRONMENTAL HEALTH PROGRAM** - an education program for seniors that stresses the correlation between personal well-being and the environment. Seniors learn to adapt to an environmentally friendly lifestyle, and are encouraged to pass their knowledge on to younger generations.

Three honorable mentions were also made for projects of particular interest: Nomad Scientists In association with the Lacolle Centre of Concordia University, for their innovative approach to promoting environmental awareness in children; the Richelleu Valley Recycling Committee, for a comprehensive recycling program initiated and implemented entirely by students; and the GIR Guides of Canada, Quebec Council for their efforts in the area of water conservation.

**Working Together
Makes a World
of Difference**

The Gazette

A Head Start Every Day



ri-
ild
ng

is
ck
he
if
n't
e.
m-
ics



QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

3285 CAVENDISH BLVD., SUITE 362, MONTREAL, QUEBEC H4B 2L9 TELEPHONE: (514) 481-5619

Sent May 27, 1991
May 24, 1991

Joan McGammon, Secretary
The J.W. McConnell Family Foundation
1130 Sherbrooke St., West, Suite 510
Montreal, Quebec. H3A 2T1

LETTER OF INTENT

Dear Mrs. McGammon:

Quebec Federation of Home and School Associations (QFHSA) founded in 1944, is a member of the Canadian Home and School and Parent-Teacher Federation (CHSPTF), the oldest and largest voluntary parent organization in Canada, established in 1895. The organization is dedicated to the support of education, the well-being of children and youth, and the education of parents and other citizens involved in decision-making on behalf of youth.

The Nomad Scientists group was established in 1985 by people in the sciences and education field at Concordia University, Montreal, and is an educational outreach program of the Lacolle Centre for Educational Innovation at the University. The main objective of the Nomads is to increase the awareness and understanding of science and the environment among people of all ages, especially the young.

Quebec Federation of Home and School Associations (charitable number 2542886-21) and the Nomad Scientists (charitable number 0785246-21) wish to jointly submit a grant proposal for a project of three year duration that focuses on the remote, rural communities of Quebec. The project is related to the following three program areas outlined in the J.W. McConnell Family Foundation general information booklet:

- Public Awareness of Environmental Issues
- Development of Rural Communities
- Opportunities for Less Advantaged Youth

.... 2



A MEMBER OF THE CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION

PROPOSED PROJECT: THE LITERACY EXCHANGE

The Literacy Exchange is initiated when a network of local community groups and individuals, under the leadership of Home & School, join together to assess community literacy needs of youth in a world of rapid scientific change and environmental degradation. The overall objective is to enable families and communities to undertake actions based on its needs and human and financial resources. Literacy means being able to function in one's environment where critical thinking, problem solving and decision making are basic requirements.

The Canadian Home and School Parent-Teacher Federation project Literacy in the Information Age is partially funded on the national level by the National Literacy Secretariat of the Secretary of State. A resourcebook for the Literacy Exchange has been published.

Literacy exchanges sponsored by QFHSB are already underway in some areas of Quebec. The Nomad Scientists have been active participants in these activities by helping to create environmental and scientific awareness within the community.

However, addressing the long term needs in rural Quebec, and in particular isolated areas of the Lower North Shore and the Gaspé peninsula, is beyond the financial resources of our combined organizations. Yet these areas are requesting help from our networks for their children and youth. It is for this reason that we are approaching the Foundation for support for this project.

The theoretical and practical basis for actions to be undertaken in the community are outlined in the Resourcebook for the Literacy Exchange, pages 17-21, and the environmental science activities in Link Science: a hands-on approach to the environment. Please find enclosed copies of both books in this package.

The situation of rural communities in Canada is critical. Already many young people, often educationally and socially disadvantaged, are moving into already crowded urban settings. This is not always by choice. Leadership programs for youth in their communities, directed towards future sustainable growth, would give them the opportunity to live viable and productive adult lives, socially, economically, educationally and environmentally, in the areas where they have grown up. In particular, the solution of environmental problems and resource conservation require solutions with input from young people who will be the future citizens in these rural settings. It is for these reasons that we are addressing the three program areas as outlined in your Foundation criteria.

FINANCIAL NEEDS

1. Engagement of two part-time project animators, one from QFHSA and one from Nomad Scientists, to catalyze the activities and events.
2. Other expenses such as: travel & living, telephone, educational materials, "out-of-pocket" expenses for community volunteers and administrative costs would be covered by the proposed grant.
3. Administration of grant monies to be handled by Quebec Federation of Home and School Associations.

EXPECTED OUTCOME OF THE LITERACY EXCHANGE

Public Awareness in each community will have a focus on its needs for sustainable development for its children and its youth now and in the future, socially, educationally, economically and environmentally. For example, resources such as minerals and fossil fuels are subject to depletion while the development of information and knowledge are unlimited.

Leadership and Training for community volunteers to create a literate environment for their young people.

Development of Activities, programs and services by the community which can be carried on after the term of this project.

We trust that this letter of intent meets with your expectations and that we have adequately explained how this project addresses several of your priority program areas. We would be happy to meet with you to discuss this special project in detail.

Sincerely,

Jon Percy

Jon Percy
Co-president
QFHSA

Steven Rosenstein

Steven Rosenstein
President
Nomad Scientists

TOTAL REQUESTED FROM SCC=\$5,000

TITLE: LACOLLE RESIDENTIAL SCIENCE PROGRAM

SUMMARY:

The Nomad Scientists would like to apply for project funding to launch an innovative and experimental residential science program at an off-campus facility of the Lacolle Centre for Educational Innovation (Concordia University, Montreal). The 9 month project is to begin in September 1991 and end in June 1992.

This project is directed at elementary school children (grades 5-6) and junior high school (grades 7-8) from the Montreal area. Children, teachers, educators, parents and volunteers will live, sleep and study at the Lacolle facility (near Lacolle, Que.). The programs will be geared for those students and teachers who have been "turned off" to science; especially disadvantaged, disabled and troubled youth as well as educators who feel uncomfortable teaching science.

Our overall objective is to improve science education especially for the high school student, many of whom have lost interest in science. For example, a student's interest in science can be renewed by doing exciting "hands-on" activities related to everyday life (such as testing for acid rain or animal tracking).

The Nomad Scientists will work in partnership with internal & external university groups, public & private school teachers, educators, parents & community groups to increase the awareness of this project. Our project will act as a model which school boards can use to expand their own science & environment programmes.

Since May 1985, the TOTAL number of participants in all our programs has been approximately 66,018 people (as of Dec.'90).

ORGANIZATION

For a number of years now, the Nomad Scientists have involved people from all walks of life with "hands-on" travelling science and nature presentations. We have conducted programs for schools, daycares, science museums, libraries and community centres throughout the country.

The Nomad Scientists stress creative approaches to science teaching and learning. Our programs emphasize a "hands-on" approach to instruction that breathes life into topics ranging from physics, pollution testing, basic chemistry, to the rain forests and prehistoric life. In the area of science education, the Nomad Scientists have completed two different textbooks for teachers and students. Our research continues into new & innovative approaches to reach people (ie: residential science programs).

OBJECTIVES

To introduce the project to the Montreal area teaching community; making the quality of science education the first priority.

To work with children directly in creating a comfortable learning environment making the child an "active learner".

To promote in students a wider appreciation of the power of science and technology to alter our lives and our environment. The students will put science into a wider human context (for example, do scientists have responsibilities to society?).

To stress the inter-relationships of science and the environment. Students will learn basic scientific concepts in a interdisciplinary "hands-on" approach (for example, theatre, arts & crafts, language arts, math, etc.). We want to go beyond what is currently being offered in the classroom and extend a child's experience. In implementing this innovative project, we hope it can serve as a model that will later be taken over by school boards and other interested parties to help sustain on-going programmes.

NEED FOR THE PROJECT/PROGRAM/ACTIVITY

The Green Plan recommends: Environmental studies as a formal component of school curriculum at all levels from kindergarten to university; giving particular consideration to the science component (as outlined in the Green Plan for a healthy environment, released by the federal government in 1990).

Widespread ignorance about science persists though we increasingly rely on science and technology (Scientific Literacy: A Survey of Adult Canadians, Einsiedel, 1990).

In our experience as educators, the understanding of science and the environment comes from fostering a sense of wonder and close personal contact with nature. There is a compelling need to act to develop curricula and basic science courses, because so much is expected from environmental studies (and the ability of science and technology to deal with our pressing environmental problems).

AUDIENCE

Our target audience falls into two main groups:

Elementary school (grades 5-6)	60%
Junior high school (grades 7-8)	40%

And by extension, we will see teachers, educators, parents and volunteers who work with these students. Based upon our existing educational services and contacts, we expect no problem in attracting requests from teachers and schools.

LOCATION: The Lacolle Centre multi-storey farmhouse is an off-campus residential facility located 70 kms. south of Montreal (45 minutes by car). The 170 year old farmhouse is an imposing structure occupying 20 acres of natural woodlot and a pond. It accommodates 30 people comfortably overnight and is accessible to the disabled.

IMPACT ON PARTICIPANTS: Through close personal interaction in a residential setting, students, teachers & educators will see many of the usual classroom barriers removed (for example, ringing bells and hallway noises). During their stay the teacher will learn to connect science with the real life experiences of their students and make science relevant and interesting to the individual.

PROJECT DESIGN AND DELIVERY

LOCATION: The Lacolle two-storey farmhouse is an off-campus residential facility located 70 kms. south of Montreal (45 minutes by car). The 160 year old farmhouse is an imposing structure with a field stone addition, occupying 20 acres of natural woodlot including a pond. It accommodates 25 people comfortably overnight and is accessible to the disabled.

The University's off-campus facility is generally booked on weekends (Friday, Saturday and Sunday). That leaves approximately 40 work weeks that the Centre is not used. It is available for project use from Monday through Thursday. Participants will spend about two nights and three days at the off-campus facility. The participants will arrange their own transportation to and from the centre; and bring their own sleeping gear, towels and toiletries. Participants must also bring their own food and are responsible for food preparation, kitchen duty, and clean-up.

Nomad Scientists will provide a professional science animator, aided by volunteers to work with the students at the facility. They will develop different approaches to correspond to the needs of the participants. The majority of the science activities will take place in and around the Lacolle facility. The indoor & outdoor activities will be selected from the following topics:

- | | | |
|-------------------|-----------------|----------------------|
| 1. Paints/dyes | 2. Orienteering | 3. Storytelling |
| 4. Nature Hikes | 5. Pond ecology | 6. Pollution studies |
| 7. Tree Studies | 8. Weather | 9. Animal tracking |
| 10. Arts & crafts | 11. Astronomy | 12. Insect studies |

MONITORING AND EVALUATION PLAN

The project is slated to start in September 1991 and end in June 1992. At the conclusion of the 9 month project, a full report will be compiled and made available for reference and evaluation purposes. Eventually, we hope that a project like this can be expanded and taken over by school boards.

CREDENTIALS

(see "ATTACHMENT TO CREDENTIALS" for brochure, newspaper clippings, photo of farmhouse, letters of support, and a 6 year summary report of the Nomad Scientists)

REFERENCES:

Wanda Swiderski DePinto, Assistant Principal, Queen of Angels Academy, 100 Bouchard boul. Dorval, PQ H9S 1A7
PHONE (514) 636-0900

Clifton Ruggles, Head Teacher

PHONE: Options School, 4260 Girouard Ave. #222 (514) 484-2040

The Nomad Scientists were officially established 6 years ago by people in the science and education field at Concordia University, Montreal, Quebec. In its infancy the Nomad Scientists concerned itself with large scale presentations in school gymnasiums, community halls and at libraries. Six Nomad Scientists would work at the same time with hundreds of children. At their first presentation, 900 elementary school children viewed the travelling science exhibition in four days. Although the project has changed in six years, the Nomad Scientists continue to adhere to its initial objective: to increase the awareness and understanding of science and the environment for all ages, particularly young children who are not exposed to much science education. For example, the Nomads have reached a wide range of children: in rural communities, with financially disadvantaged children, and children unable to travel to a science museum or go on field trips.

The format of the programs has now evolved into one hour workshops with each animator presenting a specific topic for a particular class, nursery school or a public audience. Ongoing popular programs include: environmental pollution, the tropical rain forest, insect and crawly creatures and prehistoric life. Successful theatrical presentations include: The Great Cosmic Adventure and The Ocean Voyage. New ideas, topics and programs are added yearly in response to participant interests, insuring that Nomad programs are fresh and newsworthy. For example, the program "Journey to Northern Canada" explores sustainable development and resource management.

Over the years, there are many qualities of the Nomad Scientists which cannot be easily reflected in activity reports. Sheer numbers of children reached is not the priority; it is reaching each and every child that is important and doing quality programs. The Nomads get letters from children across Canada asking for ideas or just wanting to be informed. Another important quality of the Nomad Scientists is to be innovative. The Nomads are always thinking of new and better ways to reach children; to first educate them, and at the same time entertain them. But most importantly Nomad Scientists hope to motivate children to get involved in learning more and doing more. For example, getting children involved in environmental groups or in reading circles. The Nomads Scientists work with all ages and in almost any working environment, be it a museum, a school, or hospital. Here are a few examples, the Nomads have:

Reached isolated English speaking communities in the Gaspé region of Quebec

Worked with Cree Indian children in Waskaganish (James Bay area of Quebec)

Performed theatrical presentations in front of family groups at the Centaur Theatre and the Fraser-Hickson Institute (Montreal)

They did programs for the whole school body and teachers in small rural schools of the Lennox-Addington County Board of Education, Ontario

Worked at these science museums in Canada: Sudbury, Ontario (Science North), Ottawa (National Museum of Natural Sciences) and Toronto (Ontario Science Centre)

Gave special programs for intellectually gifted students for: The Frontenac County Board of Education (in Kingston, Ont.), Sault-St-Louis School Commission and the Montreal Catholic School Commission (both in the Montreal area)

In the area of daycare, science and environmental education they have attended and participated at some major conferences across Canada. These include:

The Canadian Home & School and Parent-Teacher Federation; "Educating for the Technological Age" and "Literacy in the Information Age" conferences. Saskatchewan, Saskatoon May 1990, and Ottawa, November 1989

Canadian Child Daycare Federation. Winnipeg National Daycare Conference "Children, The Heart of the Matter" , Winnipeg, Manitoba. Show and Tell Presentation. June 1989

Annual Convention of the Association of Early Childhood Educators at the Queen Elizabeth Hotel, Montreal. Presented "Youngsters and Science" workshop session. March 1988

National Science Teacher's Association, National Convention for science teachers. Presented "The Nomad Scientist" workshop Washington, D.C., USA. March 1987

Presented "Science Is Fun" workshop. Edmonton, Alberta, 1986 Association for the Advancement of Science in Canada, and Women in Engineering, Science and Technology, ((WISEST) Conference. Presented "Science Is Fun" workshop. Edmonton, Alberta, May 1986

The Nomad Scientists have continued to be active in the area of science literacy. For example the Nomads have written different books for educators and students at the preschool and elementary levels. Explorations et Decouvertes (Explore and Discover) originally published by the Nomads and accepted by the Quebec Ministry of Education. Link Science has been published by Pembroke Publishers Ltd., and are working on third book entitled The Tubs of Trouble.

In the school system, they purposefully provide programs which complement and extend the school curriculum. Rather than just be a group of people who provide programs, Nomad Scientists are concerned individuals working together for a common goal, to increase the awareness of science and the environment amongst all ages.

Nomads arrive with tropical rain forest

You didn't have to go very far last week to visit a Tropical Rain Forest! Mount Pleasant School, with the help of Nomad Scientists, transformed its gym into one. Sights and sounds common to a rain forest were recreated in many different dimensions. Lillian Olliver, Vice-President of the Home & School Association was one of the organizers involved in the project. She also did the most incredible mural that had to be seen to be believed! You felt like you were actually in a rain forest. Lillian said it took a month to complete the life-size mural that went from floor to ceiling in the school foyer.

Pupils from kindergarten to grade 4 participated in the event. Exhibitions, slide shows, films and talks were all part of the experience. The National Geographic's video, titled "The Rain Forest" was shown to some classes and resulted in a greater awareness of nature and the environment.

Nomad Scientists helped to make the entire experience so successful. "Nomads" are travelling educators who bring a

comprehensive science exhibit to a school or facility. This outreach program is affiliated with the Lacolle Centre for Educational Innovation at Concordia University. Their objective is to increase the awareness and understanding of science and the environment for all ages, particularly young children who are not exposed to much science education. Usually one animator presents a particular topic and the approach is always innovative. The Nomads want to educate, entertain and most importantly motivate children to get involved in learning more and doing more. They work with all ages and in almost any working environment - for instance a science museum Sudbury, Centaur Theatre in Montreal and with Cree Indian children in James Bay.

The "Nomads" brought butterflies, a skull, slides, diagrams, photographs, bugs and other crawlers. The animator 'took' the kids through a rain forest via a slide show and that made a big impression on the pupils. Sharon Deugo, Home & School Association president, said the event was a positive experience and prompted many questions. Teachers agreed that the kids remembered a lot of the information presented and the event was effectively tied into their environmental studies.



Alicia Cutler and Meliassa Caruana look curious but skeptical as budding anthropologist Timmy Hiscox examines a skull. The Grade 4 students were taking part in Mount Pleasant's Tropical Rain Forest activities. 'Nomad' scientists took the students through a typical rain forest with visual presentations and discussions. (See story page 5)

The exhibition wrapped up March 6 with a family night and approximately 250 people attended. Children who had participated in the daytime activities invited their parent to view the Tropical Rain Forest themselves. In February the pupils had raised \$368 which was used to buy 14 acres of Amazon rain forest. This latest event in Mount Pleasant's commitment to the environment served to show the kids what they had actually 'purchased.' Lillian Olliver was pleased with the project and will continue to involve the students in as many 'green' events as possible.